DOCUMENT RESUME

ED 170 542 **CE 020 682**

AUTHOR	Kaser, Joyce; And Others
TITLE	Steps toward Sex Equity in Vocational Education: An Inservice Training Design.
INSTITUTION	National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE	Jan 78
CONTRACT	300-76-0426
NOTE	209p.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01864-1)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Administrator Role; Counselor Role; *Inservice Education; *Inservice Programs; *Program Design; Sex Discrimination; *Sex Fairness; Sex Stereotypes; Teacher Role; *Teacher Workshops; *Vocational Education

ABSTRACT

This training guide provides a step-by-step guide for the implementation of a one-day workshop on sex equity for vocational education personnel. It is organized to facilitate the provision of general information regarding sex equity in vocational education to a large number of persons as well as to provide assistance to particular groups of vocational educators--administrators, instructors, and counselors--in identifying their particular responsibilities for sex equity in practices and programs. The publication is organized in three parts: (1) Introductory Materials--materials contained in this first section are designed to assist individuals in using this publication; they provide a general frame of reference for the consideration of the sections which follow and a number of specific suggestions regarding the implementation of the training design; (2) Inservice Training Design--this section contains the detailed step-by-step outline of ten sequential training activities; for each activity the outline specifies objectives, materials required for facilitators and participants, suggested training content and procedures, and time schedules; (3) Participant Workbook--The participant materials corresponding to the activities outline in the training design are organized into the workbook; the workbook should be reproduced for use by participants during the workshop and for reference after the workshop. (CT)

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STEPS TOWARD SEX EQUITY IN VOCATIONAL EDUCATION: AN INSERVICE TRAINING DESIGN

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Prepared under contract #300-76-0426 for the Bureau of Occupational and Adult Education, U.S. Office of Education, Department of Health, Education, and Welfare.

CE 020 682

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ACKNOWLEDGEMENTS

The following materials were prepared under Contract #300-76-0426 with the Bureau of Occupational and Adult Education, U.S. Office of Education, Department of Health, Education, and Welfare.

Throughout the project, advice and assistance have been provided by Dr. LeRoy Cornelsen, Director of Planning, Bureau of Occupational and Adult Education; Barbara Mroz, Project Monitor, Bureau of Occupational and Adult Education; Sheryl Denbo, Special Advisor on Women's Issues; and Deborah Ashford, formerly Special Advisor on Women's Issues, Bureau of Occupational and Adult Education.

Resource Center staff who assisted in the production of this publication included Ann Baucom, Ann Samuel, and Lois Jamieson. In addition, the authors wish to express their appreciation to Dr. James Becker, Director of the National Foundation for the Improvement of Education, for his assistance in the implementation of this contract and his continuing support of Resource Center activities.

January 1978

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PART I. INTRODUCTORY MATERIALS

STEPS TOWARD SEX EQUITY IN VOCATIONAL EDUCATION: AN INSERVICE TRAINING DESIGN

Introduction

Title II of the Education Amendments of 1976 has as one of its purposes the authorization of Federal grants to States to assist them

> "to develop and carry out such programs of vocational education within each State so as to overcome sex discrimination and sex stereotyping in vocational education programs (including programs of homemaking), and thereby furnish equal educational opportunities in vocational education to persons of both sexes"

Title II not only authorizes Federal grants to States for this purpose but also establishes for States a number of administrative and programmatic requirements similarly designed to overcome sex discrimination and sex stereotyping in vocational education programs. Few, if any, vocational educators will remain unaffected by these requirements.

Subject to Federal requirements for nondiscrimination on the basis of sex since passage of Title IX of the Education Amendments of 1972, vocational educators are now called upon to redouble their efforts to ensure nondiscrimination and to undertake new measures to overcome sex stereotyping. If equal opportunities for females and males are to be provided in vocational education, many existing programs must be modified and many new programs must be developed.

Too often it is assumed that programmatic change occurs almost automatically after legislation is passed or administrative directives are issued. It is important to recognize that change in vocational education programs (or any other programs) can occur only when personnel have developed the knowledge, skills, and competencies necessary to accomplish that change. Vocational educators, like all other human beings, need assistance and support if they are to translate mandates for change into the actual delivery of vocational education services.

If vocational educators are to provide equal opportunities for females and males in vocational education, they must be assisted to delineate the implications of legislative requirements for their own job functions and they must be provided models and reinforcements for the incorporation of equity efforts throughout the policies and practices of vocational education institutions and programs. Vocational educators must be helped to:

- recognize the existence of sex discrimination and sex stereotyping in the paid work force and in vocational education, the relationships between the two, and the costs of discrimination and stereotyping both to individual females and males and to the society at large

- identify sources and manifestations of sex discrimination and sex stereotyping in the operation of vocational education programs and to apply the requirements of Title IX and Title II to the determination of change needs in their own programs

- develop the skills necessary to eliminate discrimination and to overcome stereotyping in their own job functioning

- design and implement programs free from discrimination and stereotyping which can provide both females and males the opportunity to

  - prepare for occupations which suit their interests and abilities
  - obtain the skills necessary for independent living

A variety of methods may be used to support vocational education personnel in the change process--written information may be provided, consultation may be made available, briefings or meetings may be conducted, training programs may be implemented, demonstration programs may be undertaken, and evaluation and reinforcement systems may be installed. The needs and resources of particular programs or institutions will determine the forms of support which are most appropriate; it is important, however, that all vocational education personnel be provided some form of ongoing support for development and change related to sex equity.

One of the most common forms of staff development related to sex equity in vocational education is the inservice training session. STEPS TOWARD SEX EQUITY IN VOCATIONAL EDUCATION: AN INSERVICE TRAINING DESIGN provides a training design and materials which may be used in conducting a one-day training session for vocational education personnel; it is designed for use by persons who have responsibility for an introductory--or intermediate--level workshop on sex equity which may be implemented with large numbers of vocational educators.

This publication is one of seven in a series designed to assist vocational educators, students, and parents understand the need for sex equity in vocational education and the steps which may be taken to achieve such equity. The other publications include:

Programming for the Future: An Administrator's Handbook for Achieving Sex Equity in Vocational Education

Try It, You'll Like It: A Student's Introduction to Nonsexist Vocational Education

Try It, You'll Like It: A Teacher's Guide

An Equal Chance: A Parent's Introduction to Sex Fairness in Vocational Education

What's Wrong With These Pictures? and Our World Is Changing (two posters dealing with nonsexist choices in occupations and in vocational education--for a general audience)

These publications may be used to support and reinforce the training design outlines in this publication, or the training design may be used independently of any others.

HOW TO USE THIS TRAINING DESIGN

STEPS TOWARD SEX EQUITY IN VOCATIONAL EDUCATION: AN INSERVICE TRAINING DESIGN provides a step-by-step guide for the implementation of a one-day workshop on sex equity for vocational education personnel. The design is suitable for either an introductory or intermediate workshop; it is organized to facilitate the provision of general information regarding sex equity in vocational education to a large number of persons as well as to provide assistance to particular groups of vocational educators--administrators, instructors, and counselors--in identifying their particular responsibilities for sex equity in practices and programs.

The materials in this publication may be used in several ways:

- as the design and supporting materials for a one-day inservice workshop (or two three-hour training sessions) for vocational education personnel
- as stimulus materials for the adaptation and design of other activities or materials which can assist vocational education personnel in achieving sex equity (e.g., information packets, self-instructional materials, etc.)
- as resources for the preservice education of vocational educators

The publication is organized in three parts:

Part I Introductory Materials

Materials contained in this first section are designed to assist individuals in using this publication. They provide a general frame of reference for the consideration of the sections which follow and a number of specific suggestions regarding the implementation of the training design.

Part II The Inservice Training Design

Part II contains the detailed step-by-step outline of ten sequential training activities. For each activity the outline specifies objectives, materials required for facilitators and participants, suggested training content and procedures, and time schedules.

Part III The Participant Workbook

The participant materials corresponding to the activities outlined in the training design are organized into a "Participant Workbook." This workbook should be reproduced for use by participants during the workshop and for reference after the workshop.

STEPS TOWARD SEX EQUITY IN VOCATIONAL EDUCATION: AN INSERVICE TRAINING DESIGN has been developed to facilitate actual workshop implementation by personnel with limited prior experience in workshop implementation and/or the subject matter which is relevant to consideration of sex equity in vocational education. It is beyond the scope of this publication, however, to provide the background information on workshop design, implementation, and evaluation which would otherwise be desirable. Education personnel reviewing the training design or considering its use may nonetheless find it useful to review the following questions which should be considered with regard to use of this or any other training design.

1. Is the workshop design appropriate for the purposes of target groups for which it may be implemented?

The inservice training needs of vocational educators related to sex equity may vary from needs for initial problem-awareness activities (e.g., provision of information regarding sex stereotyping in vocational education programs) to needs for training in particular job-related content and practice of specialized technical skills required for the implementation of sex equity programs (e.g., training in techniques of nondiscriminatory administration and interpretation of vocational interest inventories). It is important to identify the needs to be addressed by a particular workshop or training event and to develop or select a workshop design which is appropriate to these needs.

The workshop outlined in this publication is designed to accommodate the needs of persons with little knowledge regarding sex equity issues in vocational education as well as those with a beginning awareness of the issues. Its emphasis is on the provision of cognitive information regarding sex segregation in the paid work force and in vocational education programs and the requirements and implications of Federal legislation regarding nondiscrimination in vocational education programs. It provides participants some opportunities for the development of skills in the recognition of sex discrimination in vocational education, for the identification of some of the job-related skills required by educators for eliminating sex discrimination, and for the initiation of personal action planning regarding steps which may be taken to overcome sex discrimination and bias in their own programs. It does not provide opportunity for extensive and specific skills development, nor is it designed to deal with the resolution of conflicts between personnel or to promote personal affective exploration by participants, although modifications could be made in the design to accommodate such needs.

Workshop planners and training personnel should carefully review both the general objectives of the workshop outlines in the training design (these are stated in the "Workshop Specifications" which precede the design) and the specific purposes of each of the ten workshop activities (these are stated at the beginning of each activity outline) to ensure their relevance and appropriateness to the particular needs of their intended workshop target group.

Similarly, workshop planners should also review the training methodology suggested in the design for its suitability for situational needs. The processes or methods used in conducting any workshop should be selected for:

- their appropriateness to workshop objectives
- their appropriateness to the styles and skills of available workshop facilitators
- their provision of sufficient diversity to accommodate different participant learning styles

Because the objectives of the training design emphasize the delivery of cognitive information, it relies heavily on the use of lecturette and question-answer processes. The skills required of workshop facilitators for the presentation of these activities are also less specialized than those which are required for the presentation of more affectively oriented activities.

The design also involves the use of personal inventory and skills testing or skills practice activities performed by participants individually, as well as small group discussions and action planning activities. These are included in order to:

- provide participants an opportunity to practice relevant skills and to receive immediate feedback
- provide participants an opportunity to share reactions and to develop small support groups
- accommodate the needs of participants for experiential learning activities
- increase the informality and variety of workshop activities

The procedures or methods suggested in the training design may be adapted to reflect a different emphasis in objectives or to reflect the different styles or skills of workshop personnel. In considering the procedures or methods used in any workshop, it is useful to evaluate whether:

1) they provide a mixture of affective, cognitive, and experiential activities sufficient to accommodate the diversity of participant learning styles; and

2) they follow a logical progression from awareness-building, to problem-exploration, to skills assessment or development, through stimulation of the application of workshop information by participants in their relevant personal or professional activities.

2. What personnel are needed for the implementation of the training design and what preparation will they require?

The selection and preparation of personnel to facilitate workshop activities is a critical factor in the implementation of any training design. This training design has been developed to facilitate its use by personnel of varying backgrounds, but it is helpful to consider several points regarding their selection and preparation.

- Although the training design may be implemented by a single facilitator, it is more desirable to utilize a team of several facilitators. Use of a workshop team has the following advantages:

  - it increases the likelihood of ensuring both content expertise (knowledge of sex discrimination and sex bias in education, of the structure of vocational education programs, and of Federal laws pertaining to nondiscrimination and sex equity in vocational education and in employment) and process expertise (knowledge of group dynamics and skills in group processing and training) in the delivery of the training design

  - it makes it possible to demonstrate nondiscrimination by use of a training team on which both females and males and members of racial and ethnic minority groups are represented

  - it makes it possible to increase the diversity of training styles and areas of expertise and thus to accommodate the diverse learning styles and needs of workshop participants

  If a facilitator team is utilized, it is important to designate one or two persons with responsibility for providing continuity and direction throughout all workshop activities.

- In selecting facilitators and assigning training responsibilities, it may be useful to observe the following general guidelines:

  - the first three hours of training emphasize the provision of cognitive information regarding such topics as work force participation and Federal nondiscrimination legislation; presenters with responsibility for activities during the first three hours will require skills in the effective delivery and discussion of such information

  - the second three hours of training are designed to help participants apply the cognitive information provided earlier to particular situations and job functions in vocational education; presenters with responsibilities during this time will require skills in group processing and information and experience regarding the structure and operation of vocational education programs

- All workshop personnel should have their responsibilities clearly assigned well in advance of the workshop event so that each person may prepare for and become thoroughly familiar with the activities for which she/he is responsible. Some investment of time will be required by facilitators in advance of the training event so that they may present the materials in a relaxed and natural way.

- In addition to assignments made to training personnel, several persons should be designated to assist with workshop administration. Responsibility for such tasks as participant registration, materials distribution, and general trouble-shooting should be specified, particularly when the training event will involve a large number of participants.

3. How much flexibility is desirable in implementing the training design?

The training design is intended as a guideline for the implementation of a training experience, not as a prescription that must be followed without deviation. The activities and sequence outlined in this design have been field-tested successfully with a variety of groups, but it should be recognized that no single design is appropriate for all situations. Facilitators should use the design to assist them in meeting the needs of participants rather than as a constraint to necessary flexibility.

For example, suggested timelines have been provided for each of the activities included in the training design. These timelines give general suggestions only; some groups of participants may need to spend more time on a single activity than is indicated in the outline and may be able to omit another activity, while others may find it impossible to move through the entire sequence of activities in the time available. The facilitator should be sufficiently familiar with the training design and activities to determine the modifications which may be appropriate. For example, if a facilitator determines that a training group is inexperienced and needs a heavy emphasis on the provisions of the Title IX regulation, she/he may then choose to omit the "Assessing Sex Equity Activity" and suggest that participants may find it useful to complete those worksheets on their own time or to discuss them over lunch if a common lunch is to be provided. It is also possible to expand the times provided for all workshop activities if additional training time is available.

In a number of activities suggested lecturette content has been provided in detail. Again, these lecturettes are intended as suggestions only. Facilitators should be strongly encouraged to outline the lecturettes in their own styles of speech and presentation, and to emphasize, delete, or add various sections as they feel appropriate to the needs of the participants. In no case should the suggested lecturettes be read to participants; they are intended as guides for facilitator preparation and review. Facilitators should become sufficiently familiar with any content to be presented so that they may present it in a relaxed and natural way.

The primary guideline which should be observed in the implementation of the training activities is that care should be taken to meet the needs of the majority of the participant group. Facilitators should avoid modifications which may address the needs of only a few participants and attempt to meet the needs of individuals during break periods or after the workshop without detaining the entire group.

4. What facilities, equipment, and resources are needed for implementation of the workshop?

The physical facilities provided for a workshop can make a significant difference in the difficulty or ease of its implementation. This workshop requires a room sufficiently large to accommodate all the participants and to permit their movement into small groups around the room. Moveable tables and chairs facilitate grouping and regrouping of participants. Attention should be given to ensuring that facilities are well-lighted, at a comfortable temperature and well-ventilated, and within access of restrooms. It is desirable to inspect facilities well in advance of the workshop to ensure that they will meet the needs of the training event.

The equipment to be utilized in any workshop should be obtained and tested in advance of the workshop to check its effective operation. The workshop has been designed to require minimal amounts of equipment. It is essential that newsprint and markers are available to the facilitator(s). In addition, a chalkboard and overhead projector may be used to advantage.

This training design reflects the assumption that the effectiveness of any training is increased by the use of participant worksheets and resource materials. Such materials provide an important method of participant involvement during the workshop as well as collection of references and resources for participant use after the workshop. Although reproduction of materials for participants may sometimes seem like an unnecessary expenditure, written materials are one important means of reinforcing workshop learnings and participation.

5. How should participants be involved in the workshop?

Considerations regarding the involvement of participants in the workshop event usually revolve around two issues: whether workshop participation should be voluntary or mandatory, and to what extent participants should be involved in the workshop planning process.

Determination of whether workshop participation should be voluntary or mandatory should be made in consideration of the workshop objectives, the job requirements of various staff groups, and other situational variables which may be relevant. The training design may be appropriately used whether participation is voluntary or mandatory. It is important to remember, however, that whether participants are notified of the obligation to attend or invited to participate, a clear and positive statement of workshop sponsorship, workshop purposes and objectives, and the time and location of the workshop can do much to establish a positive climate for the workshop and to alleviate uncertainties or anxieties experienced by participants. It is also important that participants are notified or invited in sufficient time to allow for personal planning or scheduling and for clarification of any questions regarding participation. It may also be useful to provide short preparatory reading material which can raise interest in or establish an initial context for the workshop.

Another method of establishing a positive workshop climate is to involve participants (or representatives of the workshop target groups) in workshop planning activities. This might be done through simple written or oral needs assessments which serve both to provide information about the felt needs of participants and to introduce participants to basic workshop issues. It might also be accomplished by simply keeping key participants informed of various stages of planning or decisionmaking, or by requesting the assistance of selected participants in obtaining workshop facilities, reproducing resource materials, introducing resource persons, etc.

The training design specifies no procedures for participant involvement prior to workshop implementation; workshop personnel should select procedures which are appropriate to the size, structure, and climate of their particular agencies or institutions.

6. What guidelines should be observed by facilitators throughout the workshop?

Workshops dealing with sex equity often involve participants in a questioning of some of their earliest learnings and most basic beliefs and assumptions. Individuals dealing with these issues may have negative feelings about changing roles of males and females in our society and experience fear or anger about sex equity efforts in education. It is critical that workshop facilitators understand that these reactions are to be expected and how to handle them in positive ways. Some suggestions for dealing with possible resistance or rejection of the ideas covered in the workshop are outlined below.

Workshop facilitators should

- remember that change in knowledge, attitudes, and skills requires time and continued support. Each person must move through a process of exploring, understanding, and acting on new ideas before they can be accepted. Rejection of ideas presented in the workshop should not be interpreted as a personal rejection of the presenter.

- work to provide continuing support to participants even when they are met by disagreement and/or resistance. Responses to be avoided by workshop personnel include:

    - Defensiveness--the expression through words or behaviors that a facilitator or resource person feels as if an attack has been made against her/his personal ability or adequacy. Workshop personnel should try to maintain an open attitude and deal with the ideas presented by the participant rather than the internal feelings that may be created.

    - Rejection of the group--the categorization of an individual or group as "hopeless." One of the ways that facilitators may deal with persons who disagree is to reject them. It is important that workshop leaders maintain communications with all participants and continue to work through the feelings and ideas presented.

    - Future predictions--statements to an individual or the group such as "I'm sure you'll eventually see it my way." Although it is quite likely that many who reject ideas presented in workshops will change over a period of time, it is not helpful to dismiss the issues being considered by making future predictions.

  - Avoidance of the issues--dropping relevant controversial issues before they have been considered. Avoiding open consideration of possible implications of the Title IX regulation through a comment such as "There's really no need for major changes in most programs" does not contribute to participant learning or problem solving. Workshop facilitators should anticipate some of the controversial questions or concerns which are likely to be raised and be prepared to deal with them, if only by admitting uncertainty and a willingness to help participants obtain assistance from other sources.

  - Overcontrol of the participant group--pressing the group ahead regardless of their present needs or ability to deal with some of the issues. Overscheduling a workshop agenda so that time is not available for clarification questions, or for consideration of the implications of the information in small group discussion are all examples of overcontrol of the participant group. Workshop plans must include time to ensure that participants have the opportunity for initial exploration and evaluation of the information presented.

- work to maintain a climate where participants' questions, feelings, and opinions can be expressed and considered. Maintain a nonjudgmental approach toward the expression of feelings or opinions which differ from those being expressed in the workshop.

- provide participants with concrete information and materials whenever possible. Much of the resistance to accepting change occurs when people do not understand the rationale for change and the specific steps that must be taken in implementing change. It is essential that participants be given opportunity to identify specific directions for change, to develop the necessary skills for change, and to receive support and assistance during this process.

7. What provisions should be made for evaluation of the workshop?

Evaluation of any workshop experience must involve two basic considerations:

- What activities of the workshop were useful to participants?

- What are the implications of the workshop experience for future sex equity efforts?

It is important that some assessment of the value of the specific workshop activities be made in order to encourage participants to evaluate their experiences; to gain information about participants' learning styles; and to diagnose needs for follow-up workshops and activities. A simple procedure for evaluation has been included in the training design. This activity is important not only as a means of evaluating the workshop, but also as a mechanism for reinforcing participants and encouraging further activity.

Ideally, implementation of the training design should provide a method of initiating an ongoing series of sex equity activities. It should be followed up by such activities as continuing skills development and skills practice sessions for specific groups of personnel; by the implementation of special projects and task forces; by special recognition programs for equity efforts, and by continuing efforts to identify staff development needs relevant to sex equity. It is only within the framework of an ongoing program of staff development and reinforcement that sex equity in vocational education will be achieved.

PART II. THE INSERVICE TRAINING DESIGN

STEPS TOWARD SEX EQUITY IN VOCATIONAL EDUCATION: AN INSERVICE TRAINING DESIGN

Workshop Specifications

The following inservice training design outlines a one-day inservice training workshop for vocational educators which can increase their knowledge of sex discrimination and sex bias and extend their skills in identifying and implementing steps which need to be taken for the attainment of sex equity in vocational education programs. It is not designed as an inflexible format which must be implemented in a prescribed way. Rather, it is designed as a detailed, step-by-step process which may be used either in its present form or as a starting point for adaptation and modification to meet specific needs of a particular group or situation.

The following specifications have guided the development and the format of the materials in their present form.

Workshop population: Vocational educational personnel from secondary and postsecondary programs, including administrators, instructional staff, counselors and student services staff.

Group size: Flexible

Workshop objectives: The objectives for the workshop are to provide participants with an opportunity:

- to identify manifestations of sex discrimination and sex bias in vocational education programs
- to assess their knowledge of women's and men's participation in the paid work force and in vocational education programs
- to review data regarding women's participation and status in the paid work force and female and male enrollments in vocational education programs
- to review the provisions of the Title IX regulation as they relate to vocational education programs
- to review the provisions of the Education Amendments of 1976 which are related to sex equity in vocational education programs
- to assess the progress of efforts to implement Title IX and the sex equity provisions of the Education Amendments of 1976 in their own programs/institutions
- to identify the various influences which may affect the educational and vocational choices of females and males
- to strengthen their skills in the recognition of manifestations of sex bias and sex discrimination in vocational education

- to increase their skills in the formulation of program plans for implementing sex equity efforts in vocational education

- to develop personal action plans for working toward sex equity within their own institutions or agencies

Materials needed:

For participant use:

- Participant Workbook as provided in Part III of this publication (including Participant Agenda, Worksheets 1-22, and answer sheets for specified worksheets). One copy of the workbook should be prepared for each participant.

For facilitator use:

- Training design provided in Part II of this publication

- Newsprint and marker; chalkboard and chalk

- Overhead projector and acetate transparencies (optional)

Facilitators required: Although the session may be conducted by a single person, it is preferable in most cases to share responsibilities among several persons (female and male) who possess both subject matter expertise and group process skills, and who represent racial-ethnic diversity.

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this training design and all participant materials

- review and outline suggested lecturettes and adapt them to accommodate unique group needs and facilitator(s) style(s)

- Opening comments (Section I)	15 minutes
- Women and Men in the Paid Work Force (Section II)	20 minutes
- Sex Segregation in the Work Force and in Vocational Education: What Are the Relationships? (Section II)	15 minutes
- Vocational Education and Title IX Requirements (Section III)	20 minutes
- Review of the Sex Equity Provisions of the 1976 Education Amendments (Section IV)	15 minutes

- complete sample choices of all worksheets and prepare to lead discussions as suggested in this design

- prepare charts indicated in "Materials needed" portion of each section of the training design

- procure equipment and supplies needed for workshop

- newsprint and markers; chalkboard and chalk
- overhead projector and transparencies (optional)
- pencils for all participants

Facilities required: Meeting room to accommodate expected number of participants; moveable tables and chairs will facilitate small group work.

Time required: Six hours of actual training time; the one-day format suggested in this design also includes two 15-minute breaks and a 75-minute lunch period.

STEPS TOWARD SEX EQUITY IN VOCATIONAL EDUCATION

WORKSHOP AGENDA*
(for group facilitator use)

8:30 a.m.		Coffee, registration, materials display (optional)	
9:00 a.m.	I	INTRODUCTORY ACTIVITIES AND NEEDS ASSESSMENT	35 MINUTES
		Opening Comments	
		- Welcome and introductions	5 minutes
		- Purposes of the workshop	5 minutes
		- Overview of the day's activities	5 minutes
		Identifying Sexism in Vocational Education--A General Assessment	
		- Individual activity--"Assessing Sexism in Vocational Education Programs"	5 minutes
		- Paired discussions	10 minutes
		- Total group discussion	5 minutes
9:35 a.m.	II	THE SOCIAL/EDUCATIONAL CONTEXT OF SEX EQUITY IN VOCATIONAL EDUCATION: FEMALES AND MALES IN THE WORK FORCE AND IN VOCATIONAL EDUCATION	50 MINUTES
		- Individual activity--"Female and Male Participation in the Paid Work Force and in Vocational Education Programs: What Are the Facts?"	5 minutes
		- Lecturette--"Women and Men in the Paid Work Force"	20 minutes
		- Questions and answers	10 minutes
		- Structured group discussion--"Sex Segregation in the Work Force and in Vocational Education: What Are the Relationships?"	15 minutes
10:25 a.m.		BREAK	15 MINUTES
10:40 a.m.	III	THE LEGAL CONTEXT OF SEX EQUITY IN VOCATIONAL EDUCATION: NONDISCRIMINATION LAWS	45 MINUTES
		- Lecturette--"Vocational Educational and Title IX Requirements"	20 minutes
		- Questions and answers	10 minutes
		- Individual activity--"Sex Discrimination in Vocational Education: What Does the Law Say?"	5 minutes
		- Total group discussion	10 minutes

*Participants' agenda may be found in Part III.

11:30 a.m.	IV	THE LEGAL CONTEXT OF SEX EQUITY IN VOCATIONAL EDUCATION: PROGRAM REQUIREMENTS	35 MINUTES
		- Lecturette--"Review of the Sex Equity Provisions of the 1976 Education Amendments"	15 minutes
		- Small group discussions--"Implications of the 1976 Education Amendments for Local Vocational Education Programs"	10 minutes
		- Total group discussion	10 minutes
11:55 a.m.	V	ASSESSING SEX EQUITY EFFORTS IN VOCATIONAL EDUCATION	20 MINUTES
		- Individual activity--"Assessing Sex Equity in Vocational Education"	10 minutes
		- Total group discussion	10 minutes
12:15 p.m.		LUNCH	75 MINUTES
1:30 p.m.	VI	INFLUENCES ON THE EDUCATIONAL AND VOCATIONAL CHOICES OF FEMALES AND MALES	35 MINUTES
		- Individual activity--"Influences on the Educational and Vocational Choices of Females and Males"	5 minutes
		- Small group discussions	15 minutes
		- Total group discussion	15 minutes
2:05 p.m.	VII	RECOGNIZING AND COMBATING SEX BIAS AND SEX DISCRIMINATION IN VOCATIONAL EDUCATION POLICIES, PRACTICES, AND PROGRAMS	35 MINUTES
		- Small group discussions--"Manifestations of Sex Discrimination and Sex Bias in Vocational Education Programs"	8 minutes
		- Total group discussion	4 minutes
		- Individual activity--"Recognizing Sexist and Nonsexist Behaviors"	8 minutes
		- Small group discussions	10 minutes
		- Total group discussion	5 minutes
2:40 p.m.		BREAK	15 MINUTES
2:55 p.m.	VIII	OVERCOMING SEX BIAS AND DISCRIMINATION IN VOCATIONAL EDUCATION	55 MINUTES
		- Small group activity--"How to Recruit"	10 minutes
		- Small group activity--"Developing a Plan for Recruiting Students into Programs Nontraditional to Their Sex"	30 minutes
		- Total group discussion	15 minutes

3:50 p.m.	IX	INDIVIDUAL ACTION PLANNING	10 MINUTES
		- Individual activity--"Developing My Action Plan"	5 minutes
		- Total group discussion	5 minutes
4:00 p.m.	X	SUMMARY AND EVALUATION	15 MINUTES
		- Summary comments	5 minutes
		- Completion of evaluation forms	5 minutes
		- Closing comments	5 minutes
4:15 p.m.		ADJOURNMENT	

I. INTRODUCTORY ACTIVITIES AND NEEDS ASSESSMENT 35 MINUTES

Opening Comments

Welcome and introductions	5 minutes
Goals of the workshop	5 minutes
Overview of the day's activities	5 minutes

Identifying Sexism in Vocational Education

Individual activity--"Assessing Sex Equity in Vocational Education Programs"	5 minutes
Paired discussions	10 minutes
Total group discussion	5 minutes

Purposes of the activity:

The purposes of this activity are:

- to introduce the workshop facilitators
- to provide participants with an overview of the workshop goals and activities
- to gather data regarding participants' experiences in identifying and combating sex discrimination and sex bias in vocational education policies, practices, and programs
- to establish an open, informal atmosphere for the workshop

Materials needed:

For participant use:

- "Assessing Sex Equity in Vocational Education Programs: An Introductory Assessment"--Worksheet 1

For facilitator use:

- Chart (newsprint, chalkboard, or acetate transparency) listing the objectives for the workshop

Objectives for the Workshop.

- to identify manifestations of sex discrimination and sex bias in vocational education programs
- to assess our knowledge of women's and men's participation in the paid work force and in vocational education programs
- to review data regarding women's participation and status in the paid work force and female and male enrollments in vocational education programs
- to review our understanding of the provisions of the Title IX regulation as they relate to vocational education programs

- to review the provisions of the Education Amendments of 1976 which are related to sex equity in vocational education programs
- to assess the progress of efforts to implement Title IX and the intent of the sex equity provisions of the Education Amendments of 1976
- to identify the various influences which may affect the educational and vocational choices of females and males
- to strengthen skills in identification and recognition of the manifestations of sex bias and discrimination in vocational education
- to increase skills in the formulation of program plans for implementing sex equity efforts in vocational education
- to develop a personal action plan for working toward sex equity within one's own institution or agency

- Sheets of newsprint and marker; or chalkboard and chalk

Activity sequence:

1. Welcome and introductions 5 minutes

The participants should be welcomed to the workshop and given an indication of its general purpose. If the workshop is an activity sponsored by a local education agency, it may be useful to have the superintendent or an administrator with responsibility for vocational education programs give the welcoming comments and provide some indication of the significance of the workshop in the agency's efforts toward sex equity in vocational education.

An attempt should be made to ensure that all participants understand the general purposes of the workshop. Appropriate comments might include:

> "One of the goals of our schools is to ensure that all students have an equal opportunity to participate in education programs and to grow in ways which are consistent with their interests, values, and abilities. We know that we have not always achieved this goal. During past years we have increased our awareness of the ways that equality of opportunity may be denied on the basis of race and/or sex. We have taken steps to eliminate discrimination within our policies, practices, and programs. We are aware, however, that despite these efforts, it is still possible to find vestiges of discrimination and bias. If these are to be eliminated each of us has a responsibility to take the steps which can ensure equity for all students.
>
> "This workshop focuses on one form of discrimination and bias--sex discrimination and sex bias as they are manifested in vocational education programs. During the workshop we will be examining two major concerns--ensuring that the district is in compliance with the nondiscrimination requirements of Title IX of the 1972 Education Amendments and assisting implementation of the provisions and intent of the 1976 Education Amendments which call for overcoming sex bias in vocational education, policies, and practices.

"Today we hope that you will have an opportunity to learn more about the implication of these Federal laws as they relate to your specific job responsibilities. Although it is important that all personnel within our district understand the requirements and intent of Federal laws, it is even more important that each of us takes seriously our educational responsibility to our students. Every student must be given full opportunity to explore the options which are consistent with her/his values, interests, and abilities and provided the opportunity to gain the knowledge and skills which are necessary for realizing those options.

"We trust that today will be profitable and that the workshop will provide an opportunity for each of us to identify the steps which must be taken to achieve sex equity in our district."

After the welcoming comments, the workshop facilitators and persons with primary responsibilities for the activities of the day should be introduced to the total group. Introductions should be brief and focused on information that is relevant to the person's qualifications for carrying out her/his workshop responsibilities.

2. Purposes of the workshop 5 minutes

The general purposes and the objectives of the workshop should be reviewed with the total group. The facilitator may accomplish this by posting a chart of the objectives (on newsprint, chalkboard, or acetate transparency) or distributing copies of the objectives for each participant and then reviewing them with the group.

3. Overview of the day's activities 5 minutes

After the objectives have been reviewed, the facilitator should briefly outline the day's activities. (A copy of the participants' agenda is provided in Appendix A.) This outline should provide participants with a general picture of the variety and sequence of activities.

Before moving into the next activity, the facilitator should provide time for participants to ask questions regarding the objectives or the activities of the workshop.

4. Individual activity--"Assessing Sex Equity in Vocational Education Programs: An Introductory Assessment" 5 minutes

The facilitator should introduce this activity by explaining that the next activities are designed to accomplish two purposes:

- to encourage participants to begin to identify examples of sexism in programs with which they are familiar

- to permit the workshop facilitator(s) to gain information about the experiences and concerns of the participants which can enable her/him to address their needs during session activities

The facilitator should then ask participants to turn to the worksheet entitled "Assessing Sex Equity in Vocational Education Programs: An Introductory Assessment"--Worksheet 1. She/he should ask participants to take a few moments to look over the questions and answer them individually.

5. Paired discussions 10 minutes

After participants have had a few minutes to answer the four questions on the worksheet, the facilitator should ask the participants to pair up with people who are sitting near them (preferably people whom they do not know well or who carry out different job responsibilities). The facilitator should instruct the participants to introduce themselves to their partners, to indicate their job responsibilities within vocational education programs, and to share their answers to the questions included on Worksheet 1.

Participants should be provided approximately ten minutes for their paired discussions. During this time, the facilitator(s) should move around the room in order to identify any issues which should be dealt with in processing this activity or in later session activities. (She/he should avoid being drawn into the paired discussions during this observation and participate only by answering any questions which may be raised.)

6. Total group discussion 5 minutes

After the pairs have had about ten minutes of discussion (or when facilitators feel that the discussions have dwindled or moved on to topics outside the scope of the activity), the facilitator should reconvene the total group to share the highlights of their discussions.

It may be useful to ask facilitators or participants to make notes of participants' answers on newsprint or chalkboard. The answers provided to the first three questions may be used as examples during other workshop activities.

This activity may be initiated by saying simply "All right, we'll take a few minutes now to discuss the kinds of answers we've come up with." The questions can then be discussed one at a time. In most instances participants will volunteer answers easily. If this is not the case, it is usually possible to stimulate participation by asking for reactions to suggestions from the workshop facilitator.

For example, if participants are hesitant to volunteer answers to question 1, the workshop leader might ask "How many of you notice differences in the positions occupied by women and men within the agency/institution?" As hands are shown, the facilitator may then ask, "What kinds of differences are they?" These stimulus questions might refer to sex differentiation in course enrollments, the treatment of female and male students by school personnel, counseling and counseling tests and materials, curriculum and classroom activities, school policies, honors and awards, extracurricular activities, and many others.

In discussing the second question, the facilitator may wish to encourage discussion by asking what steps have been taken to implement Title IX of the 1972 Education Amendments. Discussion might be stimulated by determining what participants know about the required Title IX compliance procedures--notification of students and employees; designation of a Title IX coordinator; completion of an institutional self-evaluation; and establishment and publication of a grievance procedure.

Stimulus questions for identifying barriers to the elimination of differential treatment of students and employees may focus on such issues as awareness of the problem, commitment to change, or skills for change; they may involve students, parents, community groups, or education personnel; they may range from such subjective factors as attitudes to more concrete factors such as the need for funds or instructional materials.

Participants may find the final question on the worksheet (the question regarding outcomes of the attainment of sex equity) difficult to understand or to respond to. Those who are uncertain of the issues involved may respond with such answers as "We'll be in compliance with the law," or they may even question whether the results of sex equity programs may not be to force students into courses in which they are not really interested. If some participants do not suggest that the important results of sex equity efforts in vocational education will be to decrease sex segregation in the paid work force, to prepare women for better paying jobs, and to free both women and men to develop a full range of abilities and skills which can help them to function both in the paid work force and in the home, the facilitator should gradually raise these points in order to provide a transition to the next activity.

The facilitator should conclude the discussion by explaining to participants that they should keep in mind the question of outcomes and results as they move through activities and information on the participation of women and men in the paid work force and in vocational education, and the legal requirements for nondiscrimination and sex equity in vocational education.

The facilitator may find it useful to leave the newsprint sheets or chalkboard presentation displayed for reference throughout the workshop. If the sheets are removed at some point, the facilitator may wish to retain them for reference during the "action planning" activity which is one of the concluding activities for the workshop.

II. THE SOCIAL/EDUCATIONAL CONTEXT OF SEX EQUITY IN VOCATIONAL EDUCATION: FEMALES AND MALES IN THE WORK FORCE AND IN VOCATIONAL EDUCATION 50 MINUTES

Individual activity--"Female and Male Participation in the Paid Work Force and in Vocational Education Programs: What Are the Facts?"	5 minutes
Lecturette--"Women and Men in the Paid Work Force"	20 minutes
Questions and answers	10 minutes
Structured group discussion--"Sex Segregation in the Paid Work Force and in Vocational Education: What are the Relationships?"	15 minutes

Purposes of the activity:

The purposes of this activity are:

- to provide the participants with an opportunity to assess their knowledge of patterns of female and male participation in the paid work force and in vocational education programs
- to review with participants data regarding the participation and status of females and males in the paid work force
- to provide participants an opportunity to consider relationships between occupational sex segregation in the paid work force and sex segregation in vocational education course enrollments

Materials needed:

For participant use:

- "Female and Male Participation in the Paid Work Force and in Vocational Education Programs: What Are the Facts?"--Worksheet 2
- "Women in the Work Force: A Fact Sheet"--Worksheet 3
- "Participation and Earnings of Women and Men in the Paid Work Force and Vocational Education Programs"--Worksheet 4
- "Female and Male Participation in the Paid Work Force and in Vocational Education Programs: What Are the Facts?"--Worksheet 2A

For facilitator use:

- Transparencies of Vocational Education Worksheet 2 (optional)
- Transparencies of Vocational Education Worksheet 4 (optional)

Activity sequence:

1. Individual activity--"Female and Male Participation in the Paid Work Force and in Vocational Education Programs: What Are the Facts?" 5 minutes

The activities in Section II are designed to involve participants in the consideration of the social/educational context of efforts to eliminate sex discrimination and to attain sex equity in vocational education. The section begins with an individual activity during which participants check their knowledge of the facts regarding female and male participation in the paid work force and in vocational education; it moves through a lecturette which presents data regarding women's and men's work force participation, against which participants can consider their responses to the individual worksheet; and it concludes with a structured discussion during which participants assess possible relationships between data regarding occupational sex segregation in the paid work force and data regarding female and male enrollments in various vocational education programs.

The section and the opening individual activity may be introduced with comments similar to those suggested below. (The facilitator should adapt the following comments so that they follow from the total group discussion which concluded the preceding activity.)

Suggested comments:

"We have begun to consider possible results or outcomes of efforts to eliminate sex discrimination and to achieve sex equity in vocational education during the previous activity. Because most of us are so absorbed in our day-to-day responsibilities of delivering skills to our students, or of implementing specific programs in our own particular institutions, it is often difficult for us to keep in mind the long-range outcomes of our efforts or of vocational education programs in general. When we think of outcomes, we tend to think of particular students and their achievements, or of maintaining funding levels for our programs. These are indeed important outcomes. If we are to comprehend fully the significance of efforts to eliminate sex discrimination in our own programs, however, we must consider these programs in their larger context--the way our vocational education programs and others across the nation affect students' participation in the world of work and in society at large.

"Because vocational education programs function as a direct link between education and the world of work, any change in one will necessitate or result in a change in the other. One of the major changes in the world of work has been women's increasing entry into the paid work force. Eli Ginsberg, chairman of the National Commission for Manpower Policy, has gone so far as to call the increase of women in the work force 'the single most outstanding phenomenon of our century' and to add that 'its long-term implications are absolutely unchartable...It will affect women, men, and children, and the cummulative consequences of that will only be revealed in the 21st and 22nd centuries.' 1/

"As vocational educators we are particularly affected by this change, and particularly responsible for meeting the needs which it creates for both women and men. As vocational educators, we need to consider the outcomes or results of our efforts to eliminate sex discrimination and to provide equity in our programs in terms of the effects they may have upon patterns of women's and men's participation in the paid work force and in other social institutions.

"Before we think further about the changes which may result from our efforts for nondiscrimination and equity, it is useful to review what we know about present patterns of work force participation by females and males, and what we know about the participation of females and males in vocational education programs. In a few minutes, we will review some of the recent data in these areas; before we do, we would like to give you a chance to assess your knowledge. If each of us is to evaluate and respond effectively to pressures for change, we will need to make certain that we understand the present situation, that our image of the present is consistent with the reality.

"In your workbooks, each of you should have a copy of the worksheet entitled 'Female and Male Participation in the Paid Work Force and in Vocational Education Programs: What Are the Facts?'--Worksheet 2. This worksheet will help you to evaluate the accuracy of your information in these areas. You'll note that you are asked to read each statement and to select the alternative which you believe best supplies the missing information. Please work individually for about five minutes; if you finish early, you may wish to review your answers."

2. Lecturette--"Women and Men in the Paid Work Force" 20 minutes

The purpose of this lecturette is to review with participants some basic data regarding the participation of women in the paid work force and their status relative to that of male workers. It provides participants an opportunity to check their answers on Worksheet 2 with the facts presented. It is also designed to place the information referred to in Worksheet 2 in a context which should help participants to determine the significance of this information for their own professional responsibilities.

If the facilitator is using transparencies to accompany the lecturette, the transparencies should be prepared for display. The transparencies corresponding to the lecturette would be made from Worksheet 3, "Women in the Work Force--A Fact Sheet," and Table 1 of Worksheet 4, "Occupational Earnings of Women and Men in 1974." The facilitator should mask the top of each transparency with an opaque sheet and reveal each statement only as it is covered in the lecturette. The facilitator may wish to call attention to the fact that a summary of the facts presented during the lecturette may be found in the participants' workbooks in Worksheets 3 and 4.

If a transparency is not used, the facilitator may wish to suggest that participants follow the lecturette by turning to Worksheet 3 in their workbooks.

The facilitator should note that the suggested lecturette provided below includes statistical information to support each point. The information provided is detailed; the facilitator should summarize the information, abridging or emphasizing certain points according to the apparent needs of the group.

Suggested lecturette:

"We would like now to consider the issues raised in Worksheet 2 in greater detail. We are going to review some of the basic data which describe women's present participation in the paid work force and their status in relation to that of male workers. During the review, try to check your answers to the questions on Worksheet 2 against the information presented. (You will have an opportunity following the review to look at an answer sheet.)

"This review should serve three major purposes:

- It should enable us to understand some of the social conditions which have given rise to concern for the elimination of sex discrimination and the achievement of sex equity in vocational education.
- It should help us to understand the needs of our students, female and male, for vocational education which can enable them to participate effectively in the work force as it exists today and is likely to exist in the future.
- It should help us to identify the baseline conditions from which we may evaluate some of the long-range results or outcomes of our efforts to eliminate discrimination and bias and to achieve sex equity in our programs.

"We will look first at a number of generalizations regarding the participation and status of women in general, and second at some of the particular information regarding women from racial-ethnic minority group.

"We will be reviewing a lot of information in a very short time. Listen for the major points, don't worry about making note of all the figures. We will be following the major points on the chart you see displayed. Each of you has a fact sheet summarizing the data.

Women's Participation in the Paid Work Force

Women are entering the paid work force at steadily increasing rates.

"Since the turn of the century, women have been entering the paid work force at steadily increasing rates and this trend is expected to continue. In 1900 women constituted only 20 percent of the paid work force in this country; by 1940 this figure was 29 percent. By 1960, women made up 33 percent of the paid labor force; by 1970 this figure had climbed up 38 percent. 2/ Today, 41 percent of the paid labor force in the U.S. is female. It is interesting to note that the U. S. Department of Labor forecasts made as recently as three years ago did not predict that this 41 percent figure would be attained until 1985. 3/

"If women's entry into the paid work force continues to increase at its present rate, women will comprise 50 percent of the paid work force by the turn of the century if not before. 4/

"Increasing rates of entry into the paid work force are characteristic of all groups of women in our society, regardless of:

Racial or ethnic group membership--Women of all racial-ethnic groups on which data are available (White, Black, Hispanic, Asian, and Native Americans) are entering the paid work force at increasing rates. 5/ (There are, however, historical and contemporary differences regarding the participation of women of these groups in the paid labor force. We will review some of these differences when we consider the special issues related to minority women.)

Age--Fifty-four percent of all women between 18 and 64 years of age are in the paid work force. In every age group between ages 18 and 54, at least 56 percent of all women are in the paid labor force. Only after the age of 55 does women's labor force participation drop below 50 percent. For all groups of women age 16 through 54 labor force participation rates have been consistently increasing. 6/

Marital status--Three-fifths of all women who are in the paid work force are married and living with their husbands; more than one-fifth have never been married; and nearly one-fifth are widowed, divorced, or separated from their husbands. 7/ According to a recent Department of Labor survey, both husbands and wives are working in nearly half (47.1 percent) of the nation's marriages. The survey concludes that 'the concept of a family where the husband is the only breadwinner and the wife is a homemaker out of the labor force...does not represent the typical American family of the middle 1970's.' 8/

Maternal status--Although the presence or absence of children in the home does affect a woman's participation in the paid labor force, more and more mothers are working for pay outside the home. The number of working mothers has tripled since 1950. There were 14 million women with children under 18 in the paid work force in 1975. This figure represents 47 percent of all women with children under 18, and it reflects an increase of 4.5 million since 1965. 9/ Although mothers of children under 6 years of age have the lowest labor force participation rate of any group of mothers, their participation is also increasing at a faster rate than any other group. Today, 39 percent of all mothers with children under 6 are in the paid work force. 10/

The number of years that the average woman can expect to participate in the paid work force is increasing.

"The average young woman today can anticipate 22.9 years of paid employment. If she remains single, she will work for pay outside her home for 40 years; if she marries but has no children, she will work for 30 years. The average young woman who has children can expect to work for between 15 and 25 years, depending on the number of children that she has. 11/

Women's Status in the Paid Work Force

Women tend to be concentrated in a limited number of women's occupations, most of which tend to be lower paying than those occupations in which males predominate.

"Nearly 70 percent of all women working for pay are employed in three occupational groups: clerical occupations (which employ 35 percent of all women workers), service occupations (which employ 18 percent), and professional and technical occupations (which employ 15 percent). In contrast, only 50 percent of the men in the paid labor force are employed in the three occupational categories which employ the largest numbers of men: skilled crafts (in which 21 percent of all male workers are employed), professional and technical occupations (which employ 14 percent), and managerial occupations (which employ 14 percent). 12/

"The occupations in which women predominate typically pay lower wages than those in which men predominate. Let us look again at the three occupational categories which employ the largest numbers of men and women, and at the average yearly income which females and males employed in these occupations can expect.

"Women employed in clerical occupations earned an average of $6,827 in 1974. Women working as service workers earned an average of $5,046 in 1974, and women employed in professional and technical occupations earned an average of $9,570 in this same year.

"Men employed as skilled crafts workers had an average yearly income of $12,028 in 1974. Men working in professional and technical occupations in this same year earned an average of $14,873 while men employed as managers earned an average of $15,425. 13/ When we consider all groups of workers together, we find that for every dollar earned by male workers, female workers earn 57¢.

"One explanation frequently offered for the differences in pay between these occupational categories is that different amounts of educational preparation are required for each. It is important to note, however, that in 1974, the median income earned by women workers with four years of college was less than the median income of men who had completed eight years of elementary school. 14/

"Another explanation offered for income differences is that women in the labor force are more likely than men to be employed on a part-time basis. However, when only year-round full-time workers are considered, the median income of females in 1974 was $6,772, while the median income of males was $11,835. 15/

Women earn less than men even when they are employed in the same occupational categories.

"The disparities between the earnings of women and men employed in the same occupational groups are illustrated in Table 1 of Worksheet 4."

If transparencies are being used, the facilitator should display Table 1 at this point, perhaps reading to participants selected figures from the far right column if visibility is difficult. If transparencies are not used, the facilitator should refer participants to Table 1 of Vocational Education Worksheet 4.

"You will note that the disparity is least for nonfarm laborers, where men's earnings exceeded women's by only 38.3 percent in 1974. The disparity is greatest for sales workers, where the average earnings of men exceeded those of women by 142.3 percent. Such differences may be explained by two factors:

Even when males and females are employed in the same occupational categories, considerable sex segregation exists in the jobs within those categories. For example, female sales workers predominate in retail sales jobs, while males predominate in the higher paying industrial and wholesale areas.

Women workers are paid less than male workers for performing the same job."

(From this point on the lecturette again corresponds to Worksheet 3. The facilitator should re-display this transparency or remind participants to refer back to this worksheet.)

Women in the paid labor force are more likely than males to be unemployed.

"In 1975 the unemployment rate for women was 9.3 percent; for males, the figure was 7.9 percent. 16/

Two-thirds of women in the paid labor force today work outside the home due to economic need.

"Two-thirds of the women who work outside the home do so out of economic need. Seven out of every ten women workers (68 percent) support themselves or their families, or they supplement their husband's low income. Forty-two percent of all women workers have no husband present. Of the married women workers with a husband present, twenty-six percent are supplementing husbands' incomes which are below $9,999. 17/

"Of particular concern in this category are the women who head families. Today, one out of every eight families in the United States is headed by a female. 18/ According to one recent prediction, four out of ten young women now in high school will become heads of families; they will be the sole support of themselves and their children. 19/

Minority Women in the Paid Work Force

"The generalizations and figures we've just reviewed are based on information regarding all women in the paid work force in this country. It is important that we remember, however, that both the historical and contemporary experiences of women in the paid work force differ according to their racial-ethnic background.

"It is also important that we recognize that the minority woman faces a double bind in the job market--she is both a member of a racial-ethnic minority group and a female. Most of us today are familiar with information regarding the concentration of minority workers in lower paying positions, the higher unemployment rates of minority workers, etc. Many of us may not realize the extent to which the minority female worker is affected by both her sex and her racial-ethnic minority status.

In the past, minority women have had much higher rates of participation in the paid work force than white women.

"Although the 1975 labor force participation rate of minority women was only slightly higher than that of nonminority women (56 percent of all minority women between ages 18 and 64 were in the paid labor force, as compared to 54 percent of all nonminority women in this age group), minority females have had much higher participation rates than nonminority females in the past. 20/ In 1948, the representation of minority women in the paid work force was about half again as high as the representation of nonminority females. 21/ Black women have the longest history of work force participation of any group of women. The 1890 census showed an employment rate for Black women more than twice the rate of white women. 22/

The current rates of labor force participation by minority women vary among different racial-ethnic groups:

Black women: In 1974, Black women accounted for 11 percent of the total population of women in the United States and for 13 percent of all women in the paid work force. Today, the labor force participation rates of Black women exceed those of white women in all age groups above 25 years. (Although Black women, like women of all racial-ethnic groups, are entering the paid work force at increasing rates, the increase for them is less dramatic as a result of their high participation rates in the past.) 23/

Hispanic women: In 1972, the work force participation rates for Hispanic women were below those of both Black and white women. Work force participation rates differ, however, within the various Hispanic groups. The work force participation rates of Cuban women were slightly higher than those of either Black or white women, while those of Mexican-American and Puerto Rican women were lower than those of either Black or white women. 24/

Asian American women: Japanese, Chinese, and Pilipino women are entering the paid work force at rapid rates. A majority of Asian American families today have two wage earners. 25/

Native American women: According to 1970 census data, 35 percent of all American Indian women are in the paid labor force, as are 29 percent of all Aleut and Eskimo women. 26/

Minority women with children are more likely to work for pay outside the home than nonminority women with children.

"Sixty-one percent of minority women with children ages 6 to 17 years were in the paid work force in 1974, as compared with 53 percent of nonminority women in this category. Fifty-two percent of minority women with children under 6 were employed as compared to 34 percent of comparable nonminority women. 27/

Minority women tend to be concentrated in the lower paying occupations in our society.

"Minority women are less likely than white women to hold white collar jobs and more likely to be in either service or blue collar jobs. The proportion of minority women employed in clerical work is increasing over time, however, while the proportion employed in private household work is declining. 28/

Minority women have the lowest average incomes of all workers.

"In 1973, the average yearly income of white males and females and minority males and females employed in a full-time year-round basis was as follows: 29/

white males	$11,633
minority males	8,363
white females	6,544
minority females	5,772

It is interesting to note that when education is held constant, the income differential between minority and nonminority women workers is eliminated. 30/

Minority females have the higest unemployment rate of any group in the paid work force.

"In 1976, unemployment rates by race and sex were as follows: 31/

white males	7.2 percent
white females	8.6 percent
minority males	13.7 percent
minority females	14.0 percent

Minority women are more likely than white women to be in the paid work force as a result of economic need.

"Of the more than 2 million minority women in the paid work force, more than two-thirds (63 percent) have husbands with incomes of less than $10,000 a year. (For white women in the labor force, the comparable figure is 43 percent.) 32/ Nearly one in three minority families is headed by a woman, who is the sole support of herself and her family." 33/

3. Questions and answers 10 minutes

After presenting the data outlined above, the facilitator should provide participants an opportunity to ask questions on the data presented to this point. She/he should use this time in order to clarify information provided in the lecturette as needs are identified by participants, and to assist participants in considering:

- some of the questions frequently asked to "explain" differential work force participation patterns by women and men
- the implications of the data presented in the lecturette for vocational educators and students

If participants do not ask questions regarding explanations for the data presented, the facilitator may wish to pose several such questions for discussion by the total group, or to raise several of these questions and provide the appropriate answers. (Because of the amount of material presented in the preceding lecturette, the facilitator should make every effort to keep the group as actively involved in a question/answer process as possible.) In most groups a discussion of such questions can help participants to articulate whatever reservations they may have regarding the data presented and it serves to model responses that participants may find useful in discussing the issues with colleagues and/or students. Several sample questions and responses of this sort are outlined below.

Sample questions and answers:

Is there really any problem? Don't women have it better today than they've ever had it?

"During the past few years we've seen many examples of 'firsts' for women--the first women commercial pilots, the first women coal miners, the first policewomen, etc. Women are breaking barriers and moving into new occupations. Some people see these firsts and generalize that women's position in the paid labor force has improved. Although some women have been able to improve their situations in the paid labor force, this is not true when we consider the majority of women workers.

"The differential between the median income of women workers as compared to male workers continues to increase. In 1956, the median income of all women workers was 63 percent of that of men; in 1974, women's median income was only 57 percent of that of men. 34/

"Although large numbers of women have entered the paid labor force, they have generally entered lower paying jobs. For example, the percentage of clerical workers who are female rose from 53.9 percent in 1940 to 77.2 percent in 1974. The percentage of service workers who are women rose from 38.4 percent to 63.5 percent over the same period of time. 35/

"In some occupational areas, women's entry into areas nontraditional for their sex shows growth. For example, during the sixties the percentage of machinists who are female rose from 1.3 to 3.1 percent. 36/ Although the rate of growth is encouraging, the actual number of women in such occupations are so small that it is too early to draw any conclusions about the improved economic status of women. Between 1959 and 1974, for example, the percentage of women employed in crafts occupations rose only from 1.0 to 1.4 percent. Although this rise has made a difference for individual women, its effect on the total pattern of women's work force participation has been small. 37/

Don't women have higher absenteeism and job turnover rates than men?

"The belief that female workers are absent from work more often than male workers is not supported by data. In 1970 the average female was absent from work for 5.3 days; the average male was 5.4 days. 38/ Female workers are more likely to be absent from work than male workers for acute illness, whereas male workers are absent more frequently than female workers for chronic illness.

"The belief that women workers have higher job turnover rates than male workers is likewise not supported by data. The overall job turnover rate of women appears to be a function of the fact that more women than men are employed in low pay, low responsibility jobs for which they are overeducated. When occupational level and income are held constant, female workers do not change jobs significantly more often than male workers. 39/

Don't women hold the jobs they do because neither men nor women want to work for women bosses?

"All of us are more comfortable in situations with which we are familiar. Because we are used to seeing men in 'men's jobs' and women in 'women's jobs' we become uneasy when we think of modifications of this pattern. Sex segregated patterns of work force participation thus become self-perpetuating. Studies seem to indicate, however, that once we have had experience working with someone in a job which is not traditional for that person's sex, our negative feelings are alleviated.

"According to one study, three-fourths of female and male respondents who had worked for women managers evaluated them favorably. 40/ Another study indicated that in firms hiring female executives, 8 percent of the respondents rated the performance of female executives as better than their male predecessors; 42 percent the same as their male predecessors; 50 percent, as adequate; and none rated their performance as unsatisfactory. 41/ Generally, those persons who complain about working for a woman have never had that experience.

Can't the different jobs held by women and men be explained by basic ability differences?

"Although some differences exist between the average female and the average male in specific intellectual abilities (females, on the average, exceed males in verbal ability, while males, on the average, exceed females in visual spatial ability) these differences are not so great or so consistently distributed as to make certain occupations more appropriate for one sex than for the other. 42/ Similarly, although men as a group predominate in physical strength, there are many females who are stronger than many males and who are therefore capable of performing jobs requiring physical strength. In any case, technology continues to reduce the number of occupations in which physical exertion is required.

"Studies investigating possible sex differences in vocational aptitudes have similarly failed to document consistent differences of practical significance. One study found no sex differences in 14 of the 20 aptitude and knowledge areas examined; men excelled in two and women excelled in four. 43/ Findings of another study indicated no sex differences in two out of seven aptitude areas, sex differences favoring males in one area, and sex differences favoring women in the other four. 44/

What about differences in education? How do they relate to the different job patterns of men and women?

"Generally speaking, female and male workers are approximately equal in the total number of years of school which they have completed. In 1974, the median years of school completed by sex and race were: 45/

white females	12.5 percent
white males	12.5 percent
minority females	12.3 percent
minority males	12.1 percent

It is important to note here that minority persons complete fewer years of total education than do white, and that minority males complete fewer years than do minority females.

"We also know that even when education is held constant (when we compare workers with comparable levels of educational achievement) differences remain in the incomes of the average female and male worker. (In fact, the degree of difference increases as the educational level examined increases.) 46/

"We need to look further than just these very general data, however. Even though women and men do complete generally comparable numbers of years of education, we need to examine the types of courses and programs in which they are enrolled if we are going to understand the relationships between their education and their work force participation. We'll be discussing data regarding female and male enrollments in vocational education in the next activity."

Before moving into the next activity regarding relationships between sex segregation in the work force and in vocational education, the facilitator should help participants to consider the significance of the data presented so far to their functioning as vocational educators. She/he should raise the following questions with the group:

What are the implications of these data for vocational educators?

What are the implications of these data for the lives of men? How does this affect vocational education programs?

To what extent do you think that vocational education students are aware of these data?

What kinds of things can you do to ensure that female and male students have a realistic assessment of the nature of women's participation and status in the paid labor force?

Some of the points which should emerge from this discussion include:

- The traditional concept that vocational education should prepare females for work inside the home and males for work outside the home is neither realistic nor applicable to the needs of female or male students. Female and male students need skills which can prepare them for meaningful work outside the home and inside the home, skills which may be provided through vocational education programs.

- Because women are increasingly supporting themselves and their families, it is a matter of economic necessity that they be provided opportunities to train and to qualify for the higher paying jobs now held predominantly by men.

- As women have moved into the paid labor force, males have assumed greater responsibilities for home and child care. In addition, males have also gained advantages from women's greater economic independence and contributions. For some males, women's increased economic contributions have made it possible to select or move to careers that once would have been considered "risky" for a male who needed to provide economic support for the family. There is also some evidence that male sex stereotypes are breaking down as men move into traditionally "feminine" positions such as airline attendants, day care workers, secretaries, etc.

- Studies indicate that secondary school students have comparatively little awareness of the extent of sex segregation in the paid labor force and/or women's secondary status in the labor force. Vocational educators have the responsibility to ensure that they have examined the facts regarding women's participation in the paid work force and that they assist their students in examining these facts and their implications for their own education and careers.

4. Data presentation and structured discussion--"Sex Segregation in the Work Force and in Vocational Education: What Are the Relationships?" 15 minutes

The purpose of this activity is to provide participants an opportunity to consider the relationships between the sex-segregated patterns of work force participation discussed in the preceding lecturette and sex-segregated patterns of enrollment in vocational education. This is to be accomplished through the presentation of summary data regarding these patterns and a discussion of these data in the total group.

Presentation of the data is facilitated by the use of an overhead projector and acetate transparencies of Worksheet 4. If these are unavailable, the facilitator may place the data which appear on Worksheet 4 on newsprint charts or refer participants to their participant workbooks. Whatever the method of presentation used, the facilitator should have on hand all necessary equipment and transparencies/charts before beginning the activity.

The activity might be introduced with comments similar to the following:

> "Now we would like to explore the relationships between the occupational patterns of women and men and their education experiences in more detail. We are going to look at several charts regarding the participation of women and men in various occupations and vocational education programs. Each of you should look at the information presented and consider its significance for vocational education programs. You have copies of the charts in Worksheet 4 of your workbooks."

After such general introductory comments, the facilitator should then display Tables 2 and 3 of Worksheet 4. The first table shows the distribution of women and men across the major occupational groups, the second shows the distribution of females and males across the major vocational education program areas.

The facilitator should encourage discussion of the data on the transparency by asking the group such questions as:

- Which occupations are most sex-segregated?
- Which occupations are least sex-segregated?
- Which vocational education enrollments are most sex-segregated?
- Which vocational education enrollments are least sex-segregated?
- What, in your opinion, are the relationships between these two sets of data?

The facilitator should explain to the group that different bases should be used in considering the two tables. Because the numbers of males and females entering any vocational education program are potentially equal, a balanced representation of female and male students would be 50 percent female and 50 percent male. Because females represent 41.7 percent of the paid labor force, a balanced representation would be approximately 60 percent male, 40 percent female. Participants should keep these bases in mind when drawing conclusions about female and male representation.

Some of the points which should emerge from the discussion are:

- Males are: 79.2 percent of all managerial/administrative workers, 95.2 percent of all craft and kindred workers, 68.8 percent of all operatives, 83.8 percent of the farm workers, and 90.7 percent of the nonfarm laborers.

  In vocational education males are the majority of the enrollees in agricultural programs (88.7 percent), technical programs (88.7 percent), and trade and industrial programs (87.3 percent). Training in these three areas leads directly to employment in occupations in which men predominate.

- Women are: 78.2 percent of all clerical and 61.5 percent of all service workers. In vocational education programs females predominate in consumer and homemaking programs (83.2 percent), occupational home economics programs (84.7 percent), health occupations (78.7 percent), and office occupations (75.1 percent). Again, training in these areas leads to employment in the clerical and service occupations in which women predominate.

- Only as sales workers and professional and technical workers are women represented in proportion to their total representation in the paid labor force (42.9 percent and 42 percent, respectively). The only vocational education area which is not sex segregated is distributive education which has an enrollment which is 48.0 percent female and 52.0 percent male.

- Even though it may appear that sales and professional occupations are not sex-segregated, we must examine the data in greater detail. Although women are proportionately represented in both general categories, it is important to recall the differential earnings of female and male workers in these groups as presented in the first transparency. This suggests that segregation of female workers and male workers exists within occupational categories.

  In the professional occupational category, for example, we know that two out of every five women are employed as elementary-secondary school teachers. In the sales category, women are concentrated in the retail sales occupations, while men are concentrated in the higher-paying wholesale positions.

- The full extent of sex segregation in vocational education programs is not reflected in the figures on the chart. Data on the 1976 female/male enrollments in the 155 instructional categories within the various major programs indicated that:

- 67 percent (104 categories) had enrollments of at least 75 percent one sex or the other

- 39 percent (60 categories) had enrollments that were over 90 percent one sex or the other

Such sex segregation within vocational education program areas contributes to sex-segregated patterns within occupational areas.

A comparison of these figures with those of 1972 indicates that:

- there has been a major decrease in the percentage of categories which are 90 percent single-sex; in 1972 this figure was 49 percent

- the percentage of categories which are 75 percent single-sex has decreased only slightly; in 1972 this figure was 71 percent

The facilitator should clarify any questions which participants may have regarding these points and then present Table 4 of the ten major occupations employing females and males in 1976. (This list may also be presented on newsprint or chalkboard.)

The following comments would be appropriate for introducing this data:

> "Let's look now at another set of data regarding the distribution of females and males in the work force. Here we have the ten major occupations employing the greatest number of females and males in 1976. Approximately two-fifths of all women workers are employed in these ten occupations while only one-fifth of all men work in the occupations presented in the Table. This demonstrates that female workers are much more concentrated in a few occupational categories than are male workers."

The facilitator should then ask the participants:

> "Which of the ten occupations listed for each sex can be entered through vocational education programs?"

Of these 20 occupational areas only two--teaching for women and engineering for men--cannot be entered through vocational education programs. Vocational education programs exist for the other 18 areas although individuals may also enter many of these areas through other routes. The facilitator should then ask group members:

> "What is the significance of this data for vocational educators?"

The answer that should emerge is that vocational education personnel are in an advantageous position for reducing/eliminating sex bias and stereotyping in the world of work if they succeed in reducing/eliminating sex bias and discrimination in their own training programs.

After pausing momentarily for any further questions or comments, the facilitator should place Table 5 on the overhead projector. This lists vocational education enrollments by sex for the years 1969 and 1976.

The facilitator should introduce this Table with comments such as the following:

"The last set of data that we're going to examine concerns female and male enrollments in vocational education programs in 1969 and 1976. Take a moment to look over these figures and see what conclusions you draw."

The following points should emerge in the discussion:

- Female enrollments are increasing in agriculture, and to a lesser degree in technical and trade and industry programs. More males are entering health, consumer and homemaking, occupational home economics, and office occupation programs than was true in 1969.
- Enrollments in programs which are nontraditional for their sex are increasing at a faster rate for males than for females.

This last point will undoubtedly raise the question of why are males entering traditionally female areas more rapidly than females are entering traditionally male areas. Several possible reasons are as follows:

- Returning Vietnam veterans, unable to find work, have pursued training related to their service experience such as health and office occupations.
- The health field has opened up new programs, such as emergency medical and rescue, and encouraged males to enroll.
- Some states have passed laws or regulations which require male students to complete a unit in consumer and homemaking skills either as a single course, or as part of a practical arts core curriculum.
- For males who are unemployed or unemployable in traditional "male" areas, traditional "female" occupations offer new opportunities, even though these may be seen as a step "down" from traditional male jobs. For females, however, movement into nontraditional areas may be perceived as an upward move, one which is more difficult to make than the reverse.

If time permits, it may be useful to discuss this trend (i.e., whether or not participants have been aware of increases in nontraditional enrollments in their own institutions/programs) in light of the participants' own experiences. Then the facilitator should ask for questions/concerns related to any of the information presented. After responding to those questions or concerns, she/he should summarize the data which have been presented in the lecturette and discussed in the structured situation. The following comments would be appropriate:

"We've all just reviewed a great deal of data on women and men in the paid labor force and the distribution of females and males in vocational training programs. We can draw the following summary and conclusions:

- Women of all races and ethnic groups are an underutilized resource in our paid labor force. Their continuing entry into the work force and the extension of their average number of years of participation in the paid labor force are beginning steps in their utilization, but occupational sex segregation and sex discrimination within is hindering their full participation at all levels and, ultimately the contribution they can make. The need to eliminate this underutilization is particularly critical in light of the growing percentage of women who are responsible for their own financial support or for the full or partial support of their families.

- The prediction that women and men will be equally represented in the work force will be fact by the year 2000, if not before. All evidence indicates that the trend of women's entry into the paid work force will continue. Thus, individuals, families, education institutions, and business and industry will have to adapt to meet the individual and societal needs created by the changing nature of the paid work force.

- Although the percentages of females and males in the paid work force may soon be equal, it is likely that their distribution within occupational categories will not be equal. However, since there are almost no jobs that only members of one sex can perform, males and females will be seeking a full range of employment opportunities. This too, will require adaptations on the part of all segments of society.

- Vocational education programs are a critical link between education and the paid labor force. Changes in the nature of our society have led to changes in the paid labor force and in the needs of vocational education students. It is our responsibility to understand these changes and anticipate their implications as they affect vocational education programs.

- Vocational education has the potential for actively increasing the utilization of women in the paid work force because of its position as the critical link between job training and employment. By recruiting and ensuring the successful completion by women and men in courses nontraditional to their sex, vocational education can expand the pool of qualified applicants available to business and industry in nontraditional areas. When we look at the sheer numbers of positions available for employees in occupations which have a vocational training program as one possible means of entry, the potential impact which vocational educators could have in this country is far-reaching."

In closing this activity, the facilitator may wish to refer back to the "outcomes" newsprint generated during the discussion of Worksheet 1. She/he should ask participants whether, after considering the data presented, they wish to add anything to their list of outcomes. The facilitator should assist participants in formulating outcomes statements which reflect the points outlined above.

At this time the facilitator should refer participants to the answer sheet to the quiz--Worksheet 2A. The activity should be closed by announcing a 15 minute break.

BREAK 15 MINUTES

III. THE LEGAL CONTEXT OF SEX EQUITY EFFORTS IN VOCATIONAL EDUCATION: NONDISCRIMINATION LAWS 45 MINUTES

Lecturette--"Vocational Education and Title IX Requirements"	20 minutes
Questions and answers	10 minutes
Individual activity--"Sex Discrimination in Vocational Education: What Does the Law Say?"	5 minutes
Total group discussion	10 minutes

Purposes of the activity:

The purposes of this activity are:

- to provide participants with a brief overview of the range of Federal nondiscrimination laws affecting education agencies and institutions
- to review with participants the provisions of the regulation to implement Title IX of the 1972 Education Amendments as they relate to vocational education programs
- to increase participants' skills in applying Title IX requirements to vocational education situations

Materials needed:

For participant use:

- "Title IX of the Education Amendments of 1972: A Summary of the Implementing Regulation"--Worksheet 5
- "Sex Discrimination in Vocational Education: What Does the Law Say?"--Worksheet 6

For facilitator use:

- Chart (on newsprint, acetate transparency, or chalkboard) containing the following information:

Summary of Federal Nondiscrimination Requirements

Law or Executive Order	Prohibits	Covers
Title VI of the Civil Rights Act of 1964	Race discrimination	Students
Title VII of the Civil Rights Act of 1964	Race and sex discrimination	Employees
Executive Order 11246	Race and sex discrimination	Employees
The Equal Pay Act	Sex discrimination (in pay and benefits)	Employees
Title IX of the Education Amendments of 1972	Sex discrimination	Employees and students

Activity sequence:

1. Lecturette--"Vocational Education and Title IX Requirements" 20 minutes

The purpose of activities in this section is to provide participants with an overview of our current understandings of discrimination and the Federal laws prohibiting discrimination in education institutions and agencies. Primary attention is devoted to the provisions of the Title IX regulation, which provides comprehensive guidelines for nondiscrimination on the basis of sex.

The facilitator should summarize the suggested lecturette and adapt it according to the needs of the participants. If the group appears to be knowledgeable regarding the provisions of the Title IX regulation, the facilitator may wish to devote more time to the identification of questions or problems in the implementation of Title IX. In most instances, it is worthwhile to provide a short review of the provisions to ensure that participants have an adequate understanding of the provisions of the Title IX regulation and their implications for vocational education programs.

Suggested lecturette:

"Title IX of the Education Amendments of 1972 is one of the most recent in a series of Federal laws designed to increase equality of opportunity in education institutions and agencies. Since the 1954 Supreme Court decision regarding Brown v. The Board of Education, Federal and State legislatures, the courts, our education systems, and the society at large have been involved in continuing efforts to identify and eliminate various forms of discrimination and to define better the nature of equal educational opportunity. Title IX is the result of our recognition of the fact that many education policies and practices discriminate against students and employees on the basis of sex. Earlier legislation was enacted to prohibit discrimination on the basis of race and national origin. (Subsequent legislation prohibits discrimination against the handicapped.) It is important for several reasons that Title IX compliance efforts be considered in the context of this earlier legislation:

- These laws provide language and case law or legal precedent which influence the Title IX legislation and its implementing regulation, and will continue to affect future judicial interpretation of Title IX.

- It is important that efforts toward the implementation of these other laws be maintained.

- Familiarity with these other laws will enable educators to recognize when efforts and programs directed toward Title IX compliance may be used to address other forms of discrimination and when separate programs are required to address unique needs related to a particular form of discrimination."

The facilitator should refer to the summary chart on Federal nondiscrimination requirements (see "Materials needed" section) as she/he moves into the following summary.

"Four Federal nondiscrimination laws relevant to education institutions and agencies prohibit discrimination based on race, national origin, or sex. These include:

Title VI of the Civil Rights Act of 1964

Title VI of the Civil Rights Act prohibits discrimination against students on the basis of race, color, or national origin in programs receiving Federal funds. Title VI and related case law prohibit discrimination on the basis of race in student admissions, student access to courses and programs, and student policies and their application. (Title VI is the law underlying school desegregation efforts and efforts to provide bilingual instruction or some other method of comprehensible education for students of limited English speaking ability.) Any institution or agency receiving Federal funds is covered by Title VI. Most education activities of an agency or institution are covered, including activities or programs not in direct receipt of Federal funds. It was the language of Title VI which provided the model for Title IX.

Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972

Title VII of the Civil Rights Act prohibits discrimination in employment on the basis of race, color, religion, national origin, or sex. All institutions or agencies with 15 or more employees including State and local governments and labor organizations are covered under the Act. Title VII prohibits discriminatory practices in most terms and conditions of employment.

The Equal Pay Act of 1963 as amended by the Education Amendments of 1972.

The Equal Pay Act prohibits sex discrimination in salaries and most fringe benefits. All employees of education institutions and agencies, including those in professional, executive, and administrative positions, are covered by the Equal Pay Act.

The Act provides that a man and a woman working for the same employer under similar conditions in jobs requiring substantially equivalent skills, effort, and responsibility must be paid equally even when job titles and assignment are not identical.

Title IX of the 1972 Education Amendments

Title IX prohibits discrimination on the basis of sex against students and employees of education programs and activities receiving Federal funds. Nearly all elementary, secondary, and postsecondary institutions are covered under this legislation.

"Because an understanding of Title IX and its implementing regulation is basic to our understanding of sex equity, we will review those provisions of the Title IX implementing regulation which apply most directly to vocational education programs. You will find a summary of all provisions of the regulation in your materials in Worksheet 5. You may wish to turn to that worksheet and as we review some of the major provisions of the regulation that affect vocational education programs.

"Title IX was enacted in 1972, after much Congressional testimony which cited data similar to those which have been reviewed earlier. The regulation to implement Title IX was issued in 1975, after still more testimony documenting the nature of sex bias and discrimination in education policies, practices, and programs. The regulation to implement Title IX is very specific in many of its provisions: this specificity reflects both the availability of data documenting sex bias and the years of experience gained by HEW's Office for Civil Rights (the office responsible for the regulation and for Federal enforcement of Title IX) in the implementation and enforcement of other Federal nondiscrimination requirements.

"Title IX states that:

'No person...shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.'

"The provisions of its implementing regulation are organized into five major sections:

1. A general procedural section which specifies general definitions and five basic compliance procedures required of all education agencies and institutions receiving Federal funds. These requirements are an important feature of the Title IX regulation.

2. A coverage section which specifies the application of the the regulation to various types of education programs and institutions.

3. An admissions section which delineates discriminatory policies and practices which are prohibited in the admission of students to specified educational programs. This section applies to schools of vocational education and to most postsecondary education institutions.

4. A treatment of students section which outlines requirements for nondiscrimination in students' access to courses, student policies, counseling and guidance practices, physical education and competitive sports, facilities, financial aid, extracurricular activities, etc.

5. An employment section which specifies prohibited forms of discrimination in the employment policies and practices of education institutions and agencies receiving Federal funds.

"We will summarize first the provisions of the regulation relevant to coverage; then we are going to examine the requirements of the procedural section of the regulation.

Coverage Provisions:

"The regulation applies to every education institution receiving Federal financial assistance, and to every program or activity operated by a recipient institution which receives or benefits from this assistance. (In precedential cases related to race discrimination in education institutions, the courts have held that the education functions of an institution include any service, facility, activity, or program which it operates or sponsors, including athletics and other extracurricular activities, and that Federal funds may be terminated upon a finding that they are 'infected by a discriminatory environment.')

"The following are the only postsecondary institutions or programs generally exempted from Title IX coverage:

- education institutions controlled by religious organizations, to the extent that compliance would not be consistent with religious tenets
- military and merchant marine institutions
- social fraternities and societies
- financial assistance awarded by an institution of higher education to an individual because of personal appearance, poise, or talent where eligibility is limited to individuals of one sex

"Coverage of the admissions provisions applies only to institutions of vocational education, professional education, graduate higher education, and public institutions of undergraduate higher education other than those which have been traditionally single sex. Not covered are first degree professional and vocational programs offered at private undergraduate institutions.

Procedural Provisions:

"There were five procedural steps which were to have been implemented by July 21, 1976.

1. Notification of policy of Title IX compliance and nondiscrimination on the basis of sex

   Each institution or agency covered by the Title IX regulation is required to develop a policy statement of Title IX compliance and nondiscrimination on the basis of sex and to make notification of such policy to employees, students, parents or elementary and secondary students, sources of referral of applicants for employment, labor organizations, and organizations holding contracts for services. Initial notification was required by October 1975, but notification is an ongoing responsibility. This policy statement should appear in such official documents as course announcements, job announcements, student handbooks, requests for referral of applicants, etc.

2. Designation of employee responsible for coordination of compliance efforts

Each education institution or agency is required to designate an employee(s) with responsibility for coordinating its Title IX compliance efforts. Ultimate accountability for agency/institutional compliance with Title IX rests with the chief administrative officer, but the regulation requires the designation of an employee(s) with specific responsibilities for coordination of efforts toward implementation of the regulation.

3. Development of a grievance procedure for the handling of discrimination complaints

Each recipient of Federal funds must develop and publish an internal grievance procedure for the handling of complaints of violations of Title IX.

There is little specification of the requirements for the grievance procedure beyond the requirement that it provide for prompt and equitable resolution of complaints.

It must be pointed out that the existence of an internal grievance procedure does not limit the possibility of the direct filing of complaints with the Office for Civil Rights without use of the internal procedure or before, during, or after use of the internal procedure.

4. Completion of an institutional self-evaluation

Institutional self-evaluation is basically a required self-assessment directed at the identification and correction of overt and covert forms of sex discrimination which violate Title IX requirements. The institutional self-evaluation process consists of three basic parts:

- assessment and evaluation of present policies and practices for compliance with Title IX requirements
- modification of policies and practices found to be discriminatory
- development of remedial steps to be taken to eliminate possible effects of past discrimination

This process was to have been completed by July 21, 1976. A description of all modifications and remedial steps taken must be kept on file for a three-year period.

5. Submission of a compliance assurance form to the Office for Civil Rights

All education agencies and institutions receiving Federal funds are required to submit assurance of Title IX compliance to the Office for Civil Rights as a condition of eligibility for Federal funds. Form 639 was developed for this purpose, and copies were mailed to all institutions and agencies. The initial deadline for submission of the form was September 30, 1976; all education agencies whose Form 639 (or the revised Form 639A) is not on file with OCR face possible termination of Federal aid.

Admissions Provisions:

"The third section of the regulation is the admissions section. This section of the regulation applies only to institutions of vocational education, professional education, graduate higher education, and public institutions of undergraduate higher education, other than those which have been traditionally and continually single-sex. This does not include first-degree professional and vocational programs offered at private undergraduate institutions.

"The regulation requires that no person may, on the basis of sex, be denied admission or be subject to discrimination in admission by any institution covered by the admissions provisions of Title IX. Specifically prohibited are:

- ranking applicants separately on the basis of sex
- applying numerical limitations on the number or portion of students of either sex who may be admitted
- treating one individual differently from another on the basis of sex
- administering any test or criterion for admission which has a disproportionately adverse effect on members of one sex unless such test or criterion is shown to predict validly success in the education program or activity and alternative tests are not available
- discriminating against or excluding any person on the basis of pregnancy or related conditions (these must be treated as any other temporary disability)
- making pre-admission inquiry as to the marital status of an applicant

In addition, an institution or agency may not discriminate on the basis of sex in the recruitment of students unless additional recruitment efforts for members of one sex are undertaken as remedial or affirmative action.

Treatment of Students Provisions:

"The treatment of students provisions of the regulation cover nearly every aspect of student treatment and student programs. In general, the regulation requires that:

> 'No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or any other education program or activity operated by a recipient.'

"It specifically provides that education institutions or agencies may not, on the basis of sex:

- provide different aid, benefits, or services
- deny any such aid, benefit, or service
- subject any person to separate or different rules of behavior, sanctions, or other treatment
- discriminate against any person in the application of any rules of appearance
- provide significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefits, or services to students or employees
- limit any person in the enjoyment of any right, privilege, advantage, or opportunity

"These prohibitions are quite broad; it is possible that the courts may, in the future, interpret them in such a way as to extend the detailed prohibitions against differential treatment which are currently contained within this section of the regulation.

"These detailed prohibitions cover discrimination in student use of facilities, access to course offerings, counseling and counseling materials, financial assistance, health and insurance benefits or services, athletics, and treatment based on marital or parental status.

"Examples of some of the provisions of this section of the regulation which are most relevant to vocational education courses and programs include the following:

Course offerings. Course offerings or other education activities may not be provided separately on the basis of sex, nor may participation in course offerings and activities be refused or required on such basis. Included are health, physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

Schools of vocational education. A local education agency may not, on the basis of sex, exclude any person from admissions to any institution of vocational education or any other school or educational unit it operates unless it otherwise makes available to such person, according to the same policies and criteria of admission, courses, services, and facilities comparable to each course, service, and facility offered in or through such schools.

Counseling and counseling materials. Institutions and agencies may not discriminate on the basis of sex in the counseling or guidance of students or applicants.

- They may not use different testing or counseling materials for students on the basis of sex or use materials which permit or require differential treatment of students unless such materials cover the same occupations and interest areas and their use is shown to be essential to eliminate sex bias. Recipients must develop and use internal procedures for ensuring that counseling and testing materials do not so discriminate.

- When a recipient finds that a particular class contains a substantially disproportionate number of individuals of one sex (for example, that 80 percent of the students in a drafting or child development class are members of one sex) the recipient must take action to ensure that this disproportion is not the result of sex discrimination by counselors or in counseling materials.

Programs not operated by recipients. An institution or agency may not facilitate, require, permit, or consider as part of an activity or program it operates, participation by any applicant, student, or employee in a program not operated by the recipient which discriminates on the basis of sex. This includes participation in educational consortia and cooperative employment and student teaching assignments.

Housing. An institution or agency may not, on the basis of sex, apply different rules or regulations, impose different fees or requirements, or offer different services or benefits related to housing. Separate housing, on the basis of sex, may be provided if the housing available for students of one sex is proportionate in quantity to the number of students of that sex applying and comparable in quality and cost to the student.

Any institution or agency which assist other agencies or persons in making housing available to students must take reasonable measures to assure itself that housing provided is proportionate in quantity and comparable in quality and cost to students of both sexes. Institutions may not, on the basis of sex, administer different policies or practices concerning occupancy by its students of housing other than the housing provided by the institution.

Facilities. Separate toilet, locker room, and shower facilities may be provided on the basis of sex; those provided for one sex must be comparable to those provided for the other.

Employment assistance to students. Institutions or agencies may not provide services or assistance in the procurement of student employees to agencies or individuals which discriminate on the basis of sex in their employment practices.

Health and insurance benefits and services. Institutions or agencies may not discriminate on the basis of sex in providing medical, hospital, accident or life insurance benefits, services, policies, or plans to any students.

Marital or parental status. A recipient may not apply any rule concerning a students' actual or potential parental, family, or marital status which treats students differently on the basis of sex. No student may be discriminated against or excluded from an education program or activity on the basis of pregnancy or related conditions unless the student requests voluntarily to participate in a separate portion of the program or activity.

Employment Provisions:

"The last section of the regulation covers the employment policies and practices of the education institution or agency. Its provisions are closely related to EEOC guidelines issued under Title VII of the Civil Rights Act. Specifically, discrimination is prohibited in:

Access to employment, including

- recruitment policies and practices
- advertising
- application procedures
- testing and interviewing practices

Hiring and promotion, including

- selection practices
- application of nepotism policies
- demotion, lay off, termination
- tenure

Compensation, including

- wages and salaries
- extra compensations

Job assignments, including

- classification and position descriptions
- lines of progression
- seniority lists
- assignment and placements

Leaves of absence, including

- leaves of temporary disability
- childbearing leave and related medical conditions
- childrearing leave

Fringe benefits, including

- insurance plans
- retirement plans
- vacation time
- travel opportunities
- selection and support for training

Labor organization contracts

Title IX Regulation Modifications:

"The Education Amendments of 1976 included three amendments to Title IX which provide additional specification of Title IX requirements. The three amendments exempt from Title IX coverage:

- activities held in connection with Boys' Nation, Girls' Nation, Boys' State, and Girls' State from coverage by Title IX

- father-son or mother-daughter activities at an educational institution, provided that these opportunities are reasonably comparable for students of both sexes

- financial assistance awarded by an institution of higher education to an individual because of personal appearance, poise, or talent where eligibility is limited to individuals of one sex only may be permitted

"In addition to modification through the amendment process, Title IX requirements are also subject to interpretation through Office for Civil Rights rulings and through court decisions.

"One such court decision which has been the subject of controversy involves the case of *Romeo Community Schools v. U. S. Department of Health, Education, and Welfare*. In this case, the Romeo Community Schools sought to stop HEW from enforcing the Title IX regulation provisions regarding employees pregnancy and maternity leave. Although the opinion issued by U. S. District Judge Feikens in April 1977 concluded that Title IX was not intended to reach any of the employment practices of recipients, the judgment entered in May to implement the opinion declared invalid only that section of the Title IX regulation dealing with the marital and parental status (including pregnancy) of employees. Furthermore, the Office for Civil Rights has announced its decision to continue enforcement of Title IX regulatory requirements related to employment (including those related to pregnancy) as usual outside the jurisdiction of the U. S. District Court for the Eastern District of Michigan.

2. Questions and answers — 10 minutes

After the facilitator has completed the lecturette, opportunity should be provided for answering any questions which participants may have. The facilitator should point out that the summary in Worksheet 5 provides a reference document for their use.

3. Individual activity--"Sex Discrimination in Vocational Education: What Does the Law Say?" — 5 minutes

This activity utilizes Worksheet 6 entitled "Sex Discrimination in Vocational Education: What Does the Law Say?" as a means of helping participants check their ability to apply Title IX requirements to particular situations in vocational education programs. The worksheet asks participants to determine whether various policies, procedures, or practices in vocational education programs are required or prohibited by Title IX. It also provides a context for the discussion of the provisions of the Education Amendments of 1976 which are relevant to sex equity in vocational education.

The activity may be initiated with comments such as the following:

"We've reviewed the provisions of Title IX and its implementing regulation. Now let's see how those requirements would actually apply to particular policies, procedures, and practices in vocational education programs.

"If you will turn to Worksheet 6 in your materials, you will see listed a number of items related to the treatment of females and males in vocational education programs. We would like each of you to read the items and determine whether:

- it is required by the Title IX regulation; or
- it is prohibited by the Title IX regulation; or
- the Title IX regulation does not directly apply

"Please work independently for the next few minutes; when you finish, we will review your responses in the total group."

4. Total group discussion 10 minutes

Most members of the group should be able to complete the worksheet within five minutes. After most appear to be finished, the facilitator should initiate a discussion of the responses to each item in the total group. She/he should ask (item-by-item) for volunteers to share their responses and their reasons for selecting these responses, making certain that the reasons for the correct responses are understood by the group. (Correct responses are provided in Worksheet 3A. During the discussion the facilitator may wish to use these responses for her/his own reference, not referring participants to this sheet until the close of the discussion. In discussing those items to which the response should be "not applicable" it is probably simplest to refrain from introducing references to the 1976 Education Amendments until the entire worksheet has been reviewed. The facilitator should comment simply that the item described is neither prohibited nor required under Title IX, or that no specific regulatory provisions apply.)

After reviewing the responses to the entire worksheet, the facilitator should provide a transition from this activity to the next activity with comments similar to the following:

"You will note that of the 12 items on your worksheet there are 4 to which Title IX does not directly apply." (At this point, the facilitator may wish to pause and to ask participants how they would characterize these items or what, if anything, they share in common.) "Each of these items reflects a policy or practice which moves beyond nondiscrimination as required by Title IX into active efforts to overcome sex stereotyping. Each of these items is in fact covered under the Education Amendments of 1976, which have as one of their purposes the overcoming of sex bias and sex discrimination in vocational education.

"Although both Title IX and the Education Amendments of 1976 support equal opportunities for females and males in vocational education programs, there are several significant differences between the two.

- Title IX addresses the issue of sex discrimination in education programs; it generally requires that persons may not be excluded from, denied participation in, or be treated differently in education programs. The Education Amendments not only address sex discrimination, which is defined as 'any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex,' but also sex bias, or 'behavior resulting from the assumption that one sex is superior to the other,' and sex stereotyping, or 'attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex.'

- Title IX specifies a variety of forms of discrimination in education policies, programs, or practices which are prohibited. Those which apply to vocational education include prohibitions of discrimination on the basis of sex in admissions, access to courses, facilities, treatment of students, course completion and graduation requirements, student employment, marital or parental status, and employment of education personnel. The Education Amendments of 1976 complement the specific prohibitions of sex discrimination which are provided by the Title IX regulation with a mandate for the development of programs to overcome sex discrimination, bias, and stereotyping in vocational education and an authorization to States to use Federal monies for this purpose.

"During the next few minutes, we will be examining the specific provisions of the Education Amendments of 1976, and considering their implications for local vocational education programs."

IV. THE LEGAL CONTEXT OF SEX EQUITY IN VOCATIONAL EDUCATION: PROGRAM REQUIREMENTS

35 MINUTES

Lecturette--"Review of the Sex Equity Provisions of the 1976 Education Amendments"	15 minutes
Small group discussions--"Implications of the 1976 Education Amendments for Local Vocational Education Programs"	10 minutes
Total group discussion	10 minutes

Purposes of the activity:

The purposes of this activity are:

- to provide participants with an opportunity to review the provisions of the Education Amendments of 1976 which pertain to sex equity in vocational education
- to provide participants with an opportunity to identify the implications of the provisions of the 1976 Education Amendments which pertain to sex equity in vocational education for local vocational education programs

Materials needed:

For participant use:

- "The Education Amendments of 1976: A Summary of the Provisions Related to Sex Equity in Vocational Education"--Worksheet 7
- "The Education Amendments of 1976: Implications of the Sex Equity Provisions for Local Vocational Education Programs"--Worksheet 8
- "The Education Amendments of 1976: Implications of the Sex Equity Provisions for Local Vocational Education Programs"--Worksheet 8A

For facilitator use: none

Activity sequence:

1. Lecturette--"Review of the Sex Equity Provisions of the 1976 Education Amendments" 15 minutes

The purpose of this activity is to provide participants with an overview of the specific provisions of the 1976 Education Amendments which are relevant to achieving sex equity in vocational education. The lecturette is followed by small group discussions of the implications of the sex equity provisions for local vocation education programs.

Suggested lecturette:

"The Education Amendments of 1976 amend the Vocational Education Act of 1963, the legislation which authorized Federal assistance to States for support of vocational education programs. The Amendments make two major changes in the 1963 legislation. First, the Amendments establish a single block grant to the States in place of the various categorical grants for vocational education funds. Eighty percent of a State's block grant is a 'basic grant;' the other 20 percent is for program improvement and supportive services. Within each of these two categories, the States have a number of options for using their vocational education funds. The only programmatic areas that remain funded outside the block grant are consumer and homemaking education and special programs for the disadvantaged. Second, the Amendments establish new requirements regarding State planning procedures for use of Federal vocational funds; they require involvement of a wider range of groups and individuals in the planning process.

"One of the major purposes of the Amendments is the overcoming of sex bias and discrimination in vocational education. Provisions relating to sex bias and discrimination are incorporated in all three of the Amendments' major sections related to vocational education: requirements for the administration of State and local vocational education programs, provisions governing State use of vocational education funds, and requirements for national vocational education programs. Although most of the provisions of the Amendments apply directly only to Federal and State programs of vocational education, they do establish priorities and procedures which will affect the design and delivery of vocational education programs by local education agencies.

"What we want to do now is to examine in some detail the provisions relating to sex bias and discrimination in each of the three major sections of the Amendments. We'll consider them in the following order:

- requirements for administration of State and local vocational education programs
- provisions governing State use of vocational education funds
- requirements for national vocational education programs

"These provisions, with one exception, apply directly to State and Federal programs, but their implementation will affect local vocational education programs. They may function to:

- affect requirements imposed by States or local programs receiving State vocational education funds (e.g., local programs may be required to submit data regarding female/male enrollments and sex equity efforts)
- establish important sources of funding for local vocational education programs related to sex equity
- suggest program ideas for institutions interested in undertaking programs relevant to sex equity in vocational education

"It is for these reasons that we will review the relevant provisions of the Amendments in some detail. As we go through the provisions, each of you should work to identify their possible implications for your program; we will be discussing these implications in small groups after we've completed our review."

At this point, the facilitator should call participants' attention to Worksheet 7, which contains a summary of the provisions of the Education Amendments of 1976 related to sex equity in vocational education. She/he should suggest that participants may find it useful to follow the review on this information sheet. The lecturette might include comments such as:

Requirements for Administration of State and Local Vocational Education Programs

"There are five major administrative requirements for State vocational education programs which are related to the overcoming of sex discrimination and sex stereotyping in vocational education; one of these extends to local programs. They include:

1. Designating full-time personnel to eliminate sex bias and discrimination in vocational education programs

All States which receive Federal vocational education monies must designate personnel to work full-time with the State board of vocational education in:

- furnishing equal educational opportunities in vocational education programs to persons of both sexes; and
- eliminating sex discrimination and sex stereotyping from all vocational education programs

The functions of the person or persons designated include:

- taking action to create awareness of programs and activities designed to reduce sex bias and sex stereotyping in vocational education
- gathering, analyzing, and disseminating data on the status of men and women students and employees in vocational education programs of the State
- developing and supporting actions to correct problems identified in the process of these data-gathering, reviewing, and monitoring activities, including awareness of the Title IX complaint process
- reviewing the distribution of vocational education grants made by the State to ensure that the needs of women are addressed in all projects funded
- reviewing all vocational education programs in the State for sex bias
- monitoring the implementation of laws prohibiting sex discrimination in employment within State vocational education programs
- assisting local education agencies and other interested groups in the State in improving vocational education opportunities for women
- making available to the general public and to specified State and Federal agencies the information related to the existence of and procedures and plans for overcoming sex bias in vocational education

- reviewing the self-evaluations required by Title IX
- reviewing the State's five-year and annual program plans and submitting recommendations related to the overcoming of sex bias and discrimination in vocational education

All States are required to expend at least $50,000 from their basic grant funds to support the personnel working to carry out these functions.

2. Representing women's concerns on the State and local advisory councils for vocational education

All States are required to include on their advisory councils for vocational education representatives who are 'women with backgrounds and experiences in employment and training programs, and who are knowledgeable with respect to the special experiences and problems of sex discrimination in job training, and employment, and of sex stereotyping in vocational education, including women who are members of minority groups having special knowledge of the problems of discrimination in job training and employment against women in minority groups.'

Local agencies and institutions shall have an advisory council which has an 'appropriate representation of both sexes and an appropriate representation of the racial and ethnic minorities found in the program area, schools, community, or region which the local advisory council serves.'

3. Including policies to eradicate sex discrimination in State five-year plans for vocational education

Each State must include in its five-year plan for vocational education a detailed description of the policies it will follow to ensure equal access to vocational education programs by both women and men. Each description must include a statement of actions which will be taken to overcome sex discrimination and sex stereotyping in all State and local vocational education programs and incentives adopted by the State for local education agencies and institutions of vocational education to encourage enrollment by students in courses which are not traditional for their sex and to develop model programs to reduce sex stereotyping in training for and placement in all occupations.

Each State must also set forth in its five-year plan a program to meet the needs of homemakers who must seek employment after separation or divorce, single heads of households who lack adequate job skills, and persons who wish to seek employment in areas which are nontraditional for their sex.

4. Reviewing annual program plans for compliance with State policies regarding eradication of sex discrimination

Every State must, in its annual program plan, provide information regarding the compliance of this plan with the provisions of the five-year plan related to equal access to vocational education programs by women and men.

5. Evaluating vocational education programs for service to women

Each State board of vocational education is required, during the five-year period of the State plan, to evaluate each vocational education program or project supported by Federal, State, and local funds. Among the items to be evaluated are the services provided to women as one of several special populations."

(Before reviewing the next set of provisions, the facilitator should provide participants an opportunity to ask questions regarding those just summarized.)

State Use of Federal Vocational Education Funds

"The provisions of the Education Amendments regarding State use of Federal vocational education funds to support local programs relevant to sex equity and vocational education are the provisions that we want to review in greatest detail. As we go through these provisions, we will distinguish between areas in which States have specific requirements for expending funds and those areas in which they have various options.

"Under their basic grants States must expend funds to support the following category of services:

- Vocational education programs for displaced homemakers and other special groups

  States must use funds under their basic grants, in accordance with approved five-year and annual program plans, to provide vocational education services for:

  - persons who have been homemakers but who are seeking employment as a result of separation or divorce
  - single heads of households who lack adequate job skills
  - persons (female or male) who are in jobs which have been traditionally considered appropriate for their sex and who wish to seek jobs in areas which have not been traditionally considered appropriate for persons of their sex

  These programs must include three components:

  - organized educational programs to prepare persons in these special groups for employment
  - special courses preparing these persons in ways to seek employment
  - placement services for graduates of these special programs

"States may use funds under their basic grants for the following services:

- Support services for women

  States may use funds under their basic grants to provide support services for women entering vocational education programs designed to prepare persons for jobs which have been traditionally limited to men. Among the services which might be provided (when included in an approved five-year or annual program plan) are:

  - Counseling--counseling women entering or enrolled in nontraditional programs on the nature of the programs and the difficulties which may be encountered by women; furnishing supportive services to assist students in adjusting to the new employment requirements

  - Job development--providing materials and information to women regarding the opportunities available in nontraditional fields; providing women students opportunities to visit work places to observe work and work settings in jobs in nontraditional fields; bringing persons employed in fields which are not traditional for women into the schools to provide women students with information regarding the nature of work in these fields

  - Job follow-up support--assisting women students in finding employment relevant to their training and interests; assisting students in the work force to deal with barriers experienced by women working in nontraditional areas

  - Increasing the number of women instructors in nontraditional fields--increasing the number of women instructors working in programs which have traditionally enrolled predominantly males, in order to provide supportive examples to women who are preparing for jobs related to these nontraditional programs

- Day care services for children of students

  States may also use funds under their basic grants (when this use is specified in approved five-year and annual program plans) to provide day care services for students, including both females and males and single parents, in secondary and postsecondary vocational education programs.

"Under the program improvement and supportive services section of their block grant, States may provide the following services:

- Use of program improvement funds to overcome sex stereotyping

  States may use Federal funds allocated for program improvement activities to support programs which are directed toward overcoming sex stereotyping in vocational education. Programs related to sex stereotyping must be funded in any of the three basic categories of program improvement services:

  - Research--funds may be used for developing new curriculum materials for reviewing and revising curricula to eliminate stereotypes based on sex, race, or national origin

- Exemplary and innovative programs-- States must give priority in the awarding of funds for exemplary and innovative projects to those which are designed to reduce sex stereotyping in vocational education

- Curriculum development--funds may be used for the development and dissemination of curriculum, guidance, and testing materials designed to overcome sex bias in vocational education programs; and for support services to assist teachers in meeting the needs of students enrolled in vocational education programs which have been traditionally limited to members of the opposite sex

- Vocational guidance and counseling

Funds made available to States for program improvement and support services may be used to support several vocational guidance activities which can provide supportive services to women or contribute to the eradication of sex stereotyping in vocational education. Among these programs which may be funded are:

- training programs which are designed to provide counseling and guidance personnel with information regarding:
    - the changing work patterns of women
    - ways of overcoming occupational sex stereotyping
    - ways of assisting girls and women in selecting careers solely on the basis of their occupational needs and interests

- vocational resource centers designed to meet the vocational guidance and counseling needs of special populations including persons entering or reentering the job market late in life (a significant proportion of these persons are likely to be women)

- Vocational education personnel training

Funds made available to the State for program improvement and supportive services may be used for inservice training to assist vocational education teachers and other staff members to overcome sex bias in vocational education programs.

- Grants to overcome sex bias

States may use funds allocated for program improvement and supportive services to award grants to projects designed to overcome sex bias in vocational education. Awards are to be made in accordance with approved five-year and annual program plans; they may be made to support such projects as:

- research on ways to overcome sex bias and sex stereotyping in vocational education

- development of curriculum materials free of sex stereotyping

- development of criteria for the review of curriculum materials for sex stereotyping

  - examination of existing curriculum materials for sex stereotyping
  - training to assist counselors, administrators, and teachers in ways of overcoming sex bias and assisting girls and women in selecting careers

"States must use funds allotted to them in separate authorization for the following:

- Consumer and homemaking education

  States must use funds allocated for programs of consumer and homemaking education to support programs which:

  - encourage both females and males to prepare for combining the roles of homemakers and wage earners
  - encourage the elimination of sex stereotyping by promoting the development of curriculum materials which deal with:
    - --increased numbers of women working outside the home
    - --increased numbers of men assuming homemaking responsibilities
    - --changing career patterns of men and women
    - --Federal and State laws relating to equal educational and employment opportunities
  - prepare females and males who have entered or are preparing to enter into the work of the home"

(Before reviewing the final provisions, those related to national programs, the facilitator should provide participants an opportunity for questions.)

Requirements for National Vocational Education Programs

"The last set of provisions of the Amendments relating to overcoming sex bias in vocational education pertain to national vocational education programs. These provisions specify that:

- A national study of sex bias in vocational education will be conducted by the Commissioner of Education and submitted to Congress by October 1978.
- A system for reporting information on vocational education students including information on their race and sex must be in operation by October 1978. All States will be responsible for submitting relevant data for this system on a yearly basis.
- The National Advisory Council on Vocational Education must include in its membership minority and non-minority females and males with knowledge of women's issues and concerns.
- Five percent of the funds appropriated for Federal vocational education programs are reserved for use by the Commissioner of Education for programs of national significance, some of which may be programs to overcome sex bias in vocational education."

2. Small group discussions--"Implications of the Amendments for Local Vocational Education Programs" 15 minutes

The purpose of this activity is to encourage participants to examine the provisions of the Education Amendments of 1976 related to sex equity in vocational education and to consider the implication of these provisions for their own local programs. This may be accomplished by means of small group discussions and a processing of the discussions in the total group. Worksheet 8 which is utilized in this activity functions primarily to provide a general structure for the discussion and a place to record responses.

The activity may be introduced with comments similar to the following:

> "To reiterate points made earlier, the provisions we've just reviewed may affect local vocational education programs in the following ways:
>
> - In order to comply with the requirements, States may in turn impose new requirements upon local vocational education programs receiving funds through the State.
> - Programs and priorities established by the States in accordance with these requirements may provide new sources of funding for local vocational education programs related to sex equity.
> - The provisions may suggest program directions and alternatives for local vocational educators interested in undertaking efforts related to sex equity.
>
> "We would now like you to spend the next few minutes considering these general implications in greater specificity. We would like you to discuss in groups of four to six persons, the implications of the provisions for your own vocational education programs or for other local programs. Worksheet 8 provides you with a listing of each of the three major categories of provisions and space in which to record what you believe may be the local implications of each. In your small groups, please consider each of the three categories and discuss their possible implications for local programs. You may find it helpful in your discussions to refer to the summary on Information Sheet 7. You should plan to spend about 10 minutes in your discussion. After you've had an opportunity to identify some implications we will discuss them in the total group."

During the small group discussions the facilitator should circulate among the groups to identify points which should be made in the total group. She/he should also discourage any participants who have discovered Worksheet 8A (which contains a discussion of some of the implications of the Amendments for local programs) from relying on it during the discussion.

3. Total group discussion 10 minutes

After approximately 10 minutes, or when most groups appear to have completed a basic listing of implications, the facilitator should reconvene the total group for a sharing of the implications identified by the small groups. She/he may wish to refer to Worksheet 8A. When possible, the facilitator should encourage participants to be as specific as possible in considering implications for their own programs.

V. ASSESSING SEX EQUITY EFFORTS IN VOCATIONAL EDUCATION 20 MINUTES

Individual activity--"Assessing Sex Equity in Vocational Education"	10 minutes
Total group discussion	10 minutes

Purposes of the activity:

The purposes of this activity are:

- to provide participants with an overview of the specific steps which may be taken to move toward the achievement of sex equity
- to provide participants with an opportunity to assess progress made toward sex equity in assuring student access to courses and programs in their vocational education programs

Materials needed:

For participant use:

- "Assessing Sex Equity in Vocational Education: For Administrators"--Worksheet 9
- "Assessing Sex Equity in Vocational Education: For Instructors"--Worksheet 10
- "Assessing Sex Equity in Vocational Education: For Counselors"--Worksheet 11

For facilitator use: none

Activity sequence:

1. Individual activity--"Assessing Sex Equity Efforts in Vocational Education" 10 minutes

This activity is designed to help participants evaluate their own programs according to their:

- implementation of Title IX requirements for nondiscrimination
- progress toward active elimination of sex bias and sex stereotyping as mandated by the Education Amendments of 1976

The activity is organized around three worksheets which are designed to reflect the job roles of the participants: administrators, counselors, and instructional staff.

The activity may be introduced with comments similar to the following:

"We have reviewed the Title IX requirements and considered their application to vocational education programs. We've also reviewed the provisions of the Education Amendments of 1972 and have discussed their possible implications for local vocational education programs. Now we are going to look at our own programs to evaluate them against the types of steps which would be required or suggested by these two legal measures.

"In your workbooks you will find copies of three worksheets entitled 'Assessing Sex Equity in Vocational Education.' Worksheet 9 is designed for use by administrators, Worksheet 10 for use by instructional staff, and Worksheet 11 for use by counseling staff. Each of these worksheets contains a series of scales focusing on the responsibilities of one group related to nondiscrimination and sex equity in students' access to vocational education courses. These scales are designed to give you a way of thinking about your own policies, programs, and practices in this area and evaluating your progress toward nondiscrimination and sex equity.

"Each of the scales delineates an area in which actions may be taken to ensure nondiscrimination and to attain sex equity in students' access to courses. On the left side of the scales are the points at which no action has been taken. The midpoints of the scales are those points at which basic steps are taken to implement Title IX requirements and to ensure nondiscrimination. The far right hand point of the scale corresponds to the taking of actions to overcome sex bias and sex stereotyping, actions which would be consistent with the sex equity provisions of the Education Amendments of 1976.

"We would like each of you to select the worksheet which is appropriate to your job role--9 for administrators, 10 for instructors, and 11 for counselors. Please read each scale and circle the point where you believe your program/agency to be. If you complete the worksheet you've selected, you may wish to read through the other two worksheets provided to gain an idea of how job roles must be complimentary to achieve sex equity."

The facilitator should make certain that all participants understand the worksheet instructions. Participants should be able to complete the worksheets in less than 10 minutes.

When the participants have completed the worksheets, the facilitator should suggest that they calculate their total sex equity score by adding the points for each scale in the series and then dividing the number of scales. The facilitator should stress that scoring is for participants' own information and it need not be shared unless participants choose to do so.

2. Total group discussion 10 minutes

After most participants have completed the worksheet, the facilitator should open a discussion of the worksheets in the total group. She/he may open the discussion with a general question regarding participants' reactions to the worksheets, or she/he may ask participants to suggest the assumptions they see reflected in the worksheet. The following points should emerge in the discussion:

- All educators have the responsibility to take steps necessary to ensure Title IX compliance. Title IX compliance does not occur automatically or without effort; it requires commitment and action on the part of all persons.

- Basic Title IX implementation requires the elimination of instances of sex discrimination. The Education Amendments of 1976 mandate efforts to overcome present effects of past discrimination and stereotyping.

- It is possible to ensure compliance with Title IX and still not take the steps necessary to overcome sex stereotyping and sex bias. If sex equity is to be attained in vocational education programs, it is important that these steps be taken.

The facilitator should close the session by briefly summarizing the activities of the morning and providing an overview of the activities outlined for the afternoon. Appropriate comments would be:

"During this morning's activities we have reviewed the social/educational context of sex equity in vocational education, the legal requirements for nondiscrimination, and the legal mandates for sex equity in vocational education programs. Each of these contributes to a basic framework for the design and implementation of vocational education programs.

"This afternoon we will turn to examining the specific steps which each of us can take toward achieving sex equity. You will have an opportunity to increase your understanding of the manifestations of discrimination and bias in vocational education programs and for gaining the skills necessary for combating such discrimination and bias."

At this time the facilitator should ask if there are any remaining questions or concerns and address any which are raised. After reiterating the time and place for the next session, the workshop should be adjourned for lunch. The facilitator should note that 75 minutes has been provided for lunch. If this amount of time is not needed, the facilitator may wish to begin the session 15 minutes earlier and adjourn the workshop a corresponding 15 minutes earlier.

LUNCH 75 MINUTES

VI. INFLUENCES ON THE EDUCATIONAL AND VOCATIONAL CHOICES OF FEMALES AND MALES 35 MINUTES

Individual activity--"Influences on the Educational and Vocational Choices of Females and Males"	5 minutes
Small group discussions	15 minutes
Total group discussion	15 minutes

Purposes of the activity:

The purposes of this activity are:

- to provide participants an opportunity to consider the various influences which can affect the educational and vocational choices of females and males
- to review with participants some of the major influences affecting females' and males' educational and vocational choices
- to initiate participants' consideration of the implications of these influences for the design of nondiscriminatory and equitable vocational education programs

Materials needed:

For participant use:

- "Influences on the Educational and Vocational Choices of Females and Males: What Happens to Benny?" --Worksheet 12
- "Influences on the Educational and Vocational Choices of Females and Males: What Happens to Benita?"--Worksheet 13

For facilitator use:

- Two sheets of newsprint: one sheet headed Benny; the other, "Benita." Each one should be divided into two columns headed as follows:

Influences against   Influences for

Activity sequence:

1. Individual activity--"Influences on the Educational and Vocational Choices of Females and Males" 5 minutes

The purpose of this activity is to establish a context for later bias-recognition and program-planning activities by assisting participants to consider the influences on the educational and vocational choices of females and males. It may be introduced with comments similar to the following:

"During the first part of the workshop we spent time reviewing the different patterns of occupational and vocational education participation of females and males. As we reviewed legislation relevant to sex equity in education, we referred frequently to sex discrimination, sex bias, and sex stereotyping.

"Let's try now to put some of this information together, and identify some of the ways in which sex discrimination, sex bias, and sex stereotyping may operate to produce these sex-differentiated patterns. We are going to look at descriptions of two students, one male and one female, and to suggest some of the influences which may shape their lives. These descriptions are on Worksheets 12 and 13. We'd like you to spend about five minutes completing the two worksheets individually. Begin with Vocational Education Worksheet 12; complete it before you move on to Vocational Education Worksheet 13. There are no 'tricks' or hidden messages in the worksheets; just try to identify the kinds of factors which you believe may influence the choices and lives of the two students."

As participants complete the worksheets, the facilitator should remain available to answer questions or to provide assistance.

2. Small group discussions 15 minutes

After about 5 minutes, or when most participants appear to have completed both worksheets, the facilitator should ask participants to form small groups of three persons each and to discuss their responses to the worksheets and their reasoning on each. Approximately 15 minutes should be allotted to the small group discussions. During the discussions, the facilitator should move around the room to observe the various groups and to identify any points which will be important to the group discussion which follows.

3. Total group discussion 15 minutes

Before beginning the discussion, the facilitator should post the newsprint sheets headed "Benny" and "Benita" in a place where they are visible to all participants and accessible to the facilitator for data recording.

She/he should initiate the group discussion by asking participants to share their responses to the worksheets, first for Benny and then for Benita. The facilitator may begin by asking for a show of hands as to how many participants thought that Benny would (1) complete the program, and (2) be successfully employed as an auto mechanic. She/he may then ask participants what they identified as influences favorable to these outcomes and, finally, what they identified as influences unfavorable to these outcomes. When the data for Benny have been shared and recorded, the process should be repeated for Benita.

After highlights of responses to all questions are recorded, the facilitator should then ask participants to look at the newsprint sheets and to discuss the following questions:

- Are there patterns in the responses for Benny? For Benita?

- How are the two sets of responses similar?

- How are the two sets of responses different?

- What do the differences between the two sets reflect?

  - sex stereotypes?

  - differences in psychological, societal, or institutional conditions for females and males?

- What do participants consider to be the most important influences on both students?

- What important influences do participants identify which may affect one sex more than the other?

In discussing these questions, the facilitator may find it useful to raise some or all of the following points:

- Both females and males are affected in their vocational choices by a number of social factors--both tend to select educational programs and occupational choices consistent with societal norms. The societal norms now prevalent in most communities should encourage Benny's completion of the auto mechanics program and an employer's selection of Benny as a mechanic. Societal norms regarding appropriate occupations for women might discourage Benita's pursuit of the auto mechanics program and an employer's selection of Benita as an employee.

- Psychological factors may make it less likely for Benita to complete the program than Benny. Research shows that girls of high school age show a marked drop in career commitment, correlated with their perception that boys disapprove of working women. 47/

- It is unlikely that sex differences in ability would cause one student to succeed in the program and the other to fail. Data collected from the General Aptitude Test Battery (GATB) show that of the seven areas related to success in the skill trades, two reveal no sex differences. Women excel in four--form perception, clerical perception, motor coordination, and finger dexterity--while men excel in one-spatial reasoning. 48/ It is important to note that aptitude differences within either sex are greater than differences between the two sexes. Most researchers agree that the differences in intellectual functioning and vocational aptitudes are so minimal that they have little or no practical significance.

- Marriage and children are more likely to be a positive influence on educational participation for males than for females. Research suggests that if Benny marries and fathers children, he is likely to pursue his education further than a single male. The opposite is likely to be true for Benita as it is for women in general. 49/

- In addition to such psychological and social influences on the educational and occupational choices of females and males, there are a number of institutional influences. These include such factors as:

  - sex-differentiated course or program admission requirements

  - sex-differentiated standards of student evaluation

- sex differentiation in counseling, counseling materials, or tests

- sex-stereotyped expectations reflected in the behavior of education personnel

- the presence or absence of same-sex role models as instructors or students in various program areas or courses

- institutional policies prohibiting participation by pregnant females or mothers

These are examples of factors which clearly distinguish between females and males. In addition to such clear sex distinctions in institutional policies, programs, or practices are those institutional policies or practices which are sex-neutral on their face but have differential impact on the participation of females and males. One example of such a policy or practice is the failure of most education institutions or employers to provide child care services for students or employees. Because women in our society are more likely than men to be responsible for child care, the absence of such services is more likely to affect their participation than the participation of men.

- One recent social influence which may counterbalance some of the factors which work against Benita's completion of the program and successful employment are recent laws prohibiting sex discrimination in education and employment. These laws may help to modify some of the negative institutional influences which may affect Benita.

- It is possible to identify a number of influences which might be brought to bear to support Benita's progress as an auto mechanic. These include such things as:

  - special recruitment, counseling, and support programs for women interested in pursuing nontraditional educational programs or employment

  - the provision of training to educators and employers regarding nondiscrimination laws and their implementation

  - efforts to inform parents and community members of the needs and rights of their sons and daughters

  - efforts to inform students of the costs of sex stereotyping in their lives and the ways in which it may be overcome

The facilitator should conclude the discussion by explaining that participants will have opportunities in subsequent activities to further examine some of the institutional influences as they operate in vocational education programs and to begin to identify strategies and to develop plans to overcome sex discrimination, bias, and stereotyping in their programs.

The facilitator should provide an opportunity for questions and answers before moving on to the next section.

VII. RECOGNIZING AND COMBATING SEX BIAS AND SEX DISCRIMINATION IN VOCATIONAL EDUCATION POLICIES, PRACTICES, AND PROGRAMS

	35 MINUTES
Small group activity--"Manifestations of Sex Bias and Discrimination in Vocational Education"	8 minutes
Total group discussion	4 minutes
Individual activity--"Recognizing Sexist and Nonsexist Behaviors"	8 minutes
Small group discussions	10 minutes
Total group discussion	5 minutes

Purposes of the activity:

The purposes of this activity are:

- to increase participants' skills in the recognition of instances of sex bias and discrimination in vocational education
- to provide participants with a structure for identifying sex discrimination and sex bias in vocational education policies, programs, and practices
- to strengthen participants' skills in the identification of techniques and the planning of programs for combating sex bias in vocational education

Materials needed:

For participant use:

- "Manifestations of Sex Bias and Sex Discrimination in Vocational Education"--Worksheet 14
- "Recognizing Sexist and Nonsexist Behaviors"--Worksheet 15 For Administrators; Worksheet 16 For Instructors; and Worksheet 17 For Counselors
- "Manifestations of Sex Bias and Sex Discrimination in Vocational Education"--Answer sheet 14A
- "Recognizing Sexist and Nonsexist Behaviors"--Answer Sheet 15A For Administrators; 16A For Instructors and 17A For Counselors

For facilitator use:

- Chart on newsprint or chalkboard--"Manifestations of Sex Bias and Discrimination in Vocational Education" (See Worksheet 14 for outline of the chart to be placed on newsprint or chalkboard)
- Newsprint, marker, and tape or chalkboard and chalk

Activity sequence:

1. Small group activity--"Manifestations of Sex Bias in Vocational Education" 8 minutes

The purpose of the activities provided in Section VII is to encourage participants to identify the specific manifestations of sex bias and sex discrimination in their daily activities and the ways that similar bias and discrimination are incorporated into others' jobs; to provide participants with a structure for differentiating between sexist and nonsexist behaviors; and to increase participants' skills in the identification of sex bias and sex discrimination and the steps which may be taken for correction of such bias and discrimination.

The facilitator may wish to lead into the activity with comments such as the following:

> "We've just identified some of the major institutional influences which can affect the educational and vocational choices of females and males and function to encourage or discourage their participation in vocational education programs which are nontraditional to their sex. The influences we've considered suggest some of the reasons for the sex-segregated occupational and educational patterns we reviewed earlier.
>
> "Now we would like to look in some detail at the specific manifestations of these institutional influences in vocational education programs and our day-to-day activities. We will be looking at the manifestations which may occur within the various job responsibilities in vocational education--instructors, counselors, and administrators.
>
> "We are going to be examining those policies, practices, and behaviors in vocational education which may differentially affect or treat students or employees on the basis of sex. We will be considering both those which are specifically prohibited by Title IX (e.g., sex discrimination in admissions, the treatment of students, and employment) and those which are not specifically dealt with by the Title IX regulation but which may still have differential effects on persons on the basis of sex. (It is important to remember that the implications of the Title IX requirements are continually being interpreted by the courts and administrative rulings. It is possible that practices which are not now explicitly covered under Title IX--e.g., some types of classroom behavior of individual instructors--may be included under the Title IX regulation.)
>
> "We will discuss some of the specific forms of sex discrimination as they occur in administrative roles, counseling roles, and instructional roles. Although specific manifestations exist for each group, generally bias and discrimination within administration have a counterpart in counseling and instruction and vice versa. It's important for you to be aware of the manifestions of sex bias and sex discrimination in other areas so that you:
>
> - understand the full range of sex discrimination and sex bias which exists in vocational education
> - are able to recognize sex bias and sex discrimination affecting students and employees in areas other than those included in your job activities

- work toward eliminating all forms of sex bias and sex discrimination affecting students, not just those within your own specific areas of responsibility"

If the composition of the group permits, the facilitator should ask participants to form role groups of administrators, instructors, and counselors with five or six persons in each group. She/he may find this easiest to accomplish by asking for a show of hands by administrators, by counselors, and by instructors; and suggesting that the various role groups assemble in designated locations of the room. If more than six persons are in the role groups, participants should be asked to subdivide into groups of six. In the event that the group does not contain sufficient numbers of persons to form role groups, then participants should simply be asked to form groups of five or six persons each.

Participants should be asked to take out the worksheet entitled "Manifestations of Sex Bias and Sex Discrimination in Vocational Education"--Worksheet 14. A chart (on newsprint or chalkboard) listing the categories provided in Worksheet 14 should be posted. Participants should be asked to identify examples of sex discrimination or sex bias within the categories provided on the worksheet. Each group should be encouraged to identify examples which are related to their role first. If time permits they may wish to identify examples of behaviors which would be specific for the other two role groups.

The facilitator may wish to lead into this activity with comments such as the following:

> "Worksheet 14 provides a listing of some of the major categories of sex bias and sex discrimination in vocational education administration, counseling, and instruction. Each role group is asked to identify examples of sex biased or sex discriminatory behavior which fits in the categories provided. Each of you are asked to contribute examples from your own experience which would illustrate the kinds of bias and discrimination which might occur under each category. When you have completed giving examples for your role group, you may wish to see if you can identify examples for the other two role groups."

To make certain that participants understand the task, the facilitator should work through one example with the total group. She/he might select one of the "Administrative policies" examples from Worksheet 14A, enter it on the chart, and ask the group for parallel counseling and instructional practices. When participants demonstrate a basic understanding of the task, the facilitator should then suggest that the small groups begin.

During the small group work the facilitator should move about the room answering questions or giving any assistance which is needed. If groups are having difficulty completing the worksheet, the facilitator may wish to ask them to turn to Worksheet 14 for a list of examples. This should be used to stimulate their thinking and not as a substitute for their identification of other examples.

2. Total group discussion 4 minutes

After the groups have had about 8 minutes to identify examples of sex discrimination and sex bias, the facilitator should spend a few minutes asking the groups to share some of their examples. It is important that the facilitator help participants understand the parallelism between the manifestations of sex bias and sex discrimination in administration, instruction, and counseling. One way of doing this would be to ask for examples from each group by category. As examples are identified, the facilitator should record key words in the appropriate place on the newprint chart. If participants are having difficulty with the discussion, the facilitator may find it useful to present examples from Worksheet 14A for consideration by the group.

The facilitator should conclude the activity by asking participants whether they have any questions on the categories/examples discussed, or any additional categories that they would like to suggest. The facilitator may wish to point out the examples that are provided in Worksheet 14A for further consideration.

Throughout the discussion of categories, the facilitator should guard against making arbitrary assignment of examples to the categories. Many examples can be placed in more than one category with or without slight modification. The goal of the activity is to stimulate the ability to generate examples, rather than utilize a precise categorization system.

3. Individual activity--"Recognizing Sexist and Nonsexist Behaviors" 8 minutes

The purpose of this activity is to expose participants to specific examples of the kinds of sex bias considered in the previous activity. Three worksheets have been designed to utilize the bias-recognition skills of each group of participants--administrators, counselors, and instructors.

The facilitator should introduce this activity with comments similar to the following:

> "This next activity is designed to help you to assess your skills in recognizing the kinds of sex bias and discrimination we have been discussing on the chart as they might occur in your own daily activities. In your materials you should each find copies of Worksheets 15, 16, and 17. Worksheet 15 is intended for use by those of you who are administrators, Worksheet 16 by counselors, and Worksheet 17 by instructional personnel. Please take a moment to read the instructions. Use the worksheet which is most appropriate for your job responsibilities.
>
> "You will note that the instructions on your worksheet explain that the worksheet contains descriptions of a number of situations in vocational situations and several possible responses to each. You are asked to read each situation and categorize it according to the criteria listed on the worksheet. Let's review these criteria briefly.
>
> "As we mentioned in introducing the chart, a policy, practice, or procedure which is sexist (one which differentiates between persons solely on the basis of sex) may be of two types:
>
> - discriminatory--one which is explicitly prohibited under Title IX or other Federal nondiscrimination laws (e.g., refusing to admit females to an industrial arts course)

- sex-biased --one which treats or affects persons differently on the basis of sex, but is not specifically prohibited under Title IX or other Federal nondiscrimination laws (e.g., bias in instructional materials)

"Similarly, when we seek to correct sex discrimination and sex bias, our actions may be of two types:

- sex-fair --actions which make no distinctions on the basis of sex or which treat females and males equally (e.g., admitting all students to industrial arts classes if they select such classes)

- sex-affirmative--actions which attempt to compensate for or overcome the effects of past discrimination or bias (e.g., implementing a recruitment program designed to attract females to industrial arts courses)

"For any situation on the worksheet, all responses listed may be sex-fair, sex-affirmative, discriminatory, or sex-biased, or the responses may represent any combination of categories.

"Please read through the situations and categorize each response. You will have about 10 minutes for this activity. Are there any questions on the instructions?"

During the time that participants are completing the worksheets, the facilitator should remain available to answer any questions or provide assistance as needed.

4. Small group discussions 10 minutes

When most participants have finished, the facilitator should ask them to form groups of 3 with persons in their role groups of instructor, administrator or counselor to compare answers and to discuss any items which they have questions about. While they are completing this task, the facilitator should move about the room, answering questions and clarifying items as necessary. After about 8 minutes the facilitator should call attention to the answer sheets which appear in the appendix of the participant materials (Worksheets 15A, 16A, and 17A).

Participants should have a couple of minutes to check their responses against the answer sheet. The facilitator should continue to move about the room to be easily accessible to individuals or groups who have questions.

5. Total group processing 5 minutes

When most participants appear to have completed discussion of the majority of the items, the facilitator should call together the total group to discuss the activity.

After clarifying any basic questions which participants may have (e.g., "Why is response C to this situation sex-fair?") the facilitator should ask for volunteers to describe how they determined whether something is sex-fair or sex-affirmative. These two concepts are important ones to the planning of sex equity efforts.

It is important that participants indicate their understanding of the following:

- that because of past bias, a sex-fair policy may not eliminate differential participation by females and males in various programs (e.g., if females have never been permitted to take trade and industrial courses, suddenly removing the discriminatory prohibition on their admission to these courses is not likely to result in immediate changes in female enrollments)
- active efforts may be necessary to overcome the effects of past discrimination and bias (e.g., special recruitment programs stressing opportunities for women in trade and industrial occupations may be necessary if females are to recognize that trade and industrial courses are viable educational options for them)

The facilitator may wish to suggest that participants devote time outside the workshop to completing the other two worksheets which they did not complete. The activity should be closed by announcing a 15 minute break.

BREAK 15 MINUTES

VIII. OVERCOMING SEX BIAS AND DISCRIMINATION IN VOCATIONAL EDUCATION 55 MINUTES

Small group activity--"How to Recruit"	10 minutes
Small group activity--"Developing a Plan for Recruiting Students into Programs Nontraditional to Their Sex"	30 minutes
Total group discussion	15 minutes

Purposes of the activity:

The purposes of this activity are:

- to provide participants an opportunity to consider methods and programs through which vocational education personnel can recruit females and males into programs/courses nontraditional to their sex and ensure their successful completion of these programs/courses

- to provide participants an opportunity to strengthen their skills in planning programs related to the overcoming of sex bias and discrimination in vocational education

- to enable participants to develop their own specific action plans for implementing sex equity efforts within their own institutions

Materials needed:

For participant use:

- "How to Recruit"--Worksheet 18

- "Developing a Plan for Recruiting Students into Vocational Training Programs Nontraditional to Their Sex"--Worksheet 19

- "Program Planning Outline"--Worksheet 20

For facilitator use:

- Newsprint, markers, and tape

- Newsprint sheets from Section I (examples of differential treatment and barriers to sex equity) and Section VI (influences on educational and vocational choice)

Activity sequence:

1. Small group activity--"How to Recruit" 10 minutes

If the composition of the group permits, as participants return from the break, they should be asked to form role groups of administrators, teachers, or counselors with five or six people in each group. If the group does not contain sufficient numbers of persons of each role to permit such role groups, then participants should simply be asked to form small groups of five or six persons each.

The facilitator can begin this activity with comments similar to the following:

> "Thus far, we have examined the kinds of sex bias and discrimination found in vocational education administration, counseling, and teaching. We also looked at the kinds of social, psychological, and institutional influences which affect the educational and vocational choices of females and males. Now we want to use that information and build on those experiences by moving toward the development of plans and programs to eliminate sex bias and discrimination in vocational education programs. In the next activity, we'll be working in small groups to develop a recruiting program for increasing the numbers of females and males in courses nontraditional to their sex in a vocational education program. You will recall that reduction of sex segregation in vocational education and in the paid work force is an important step for achieving sex equity and the development of recruitment programs consistent with the intent of the 1976 Education Amendments."

Next, the facilitator should ask participants to review with her/him Worksheet 18, explaining that this worksheet provides directions for a short exercise designed to encourage participants to generate ideas that will aid them with their task of program development. The purpose of the activity is to help participants identify or "brainstorm" as many suggestions as possible as to how they can recruit and assure the successful completion of students in vocational education courses nontraditional to their sex. During this activity, participants should contribute ideas from their own point of view: that of an instructor, a counselor, or an administrator.

The facilitator should also review with the group the basic principles of brainstorming:

- that the purpose of brainstorming is to generate as many ideas as possible within a short period of time
- that there is to be no evaluation of any of the ideas

She/he should add that evaluation tends to reduce the number of ideas produced. Persons are less likely to contribute if they know that someone in the group might criticize their suggestions. Furthermore, although an idea may be impractical, that idea may stimulate someone else to contribute one which would be highly workable.

Before giving the "go" signal, the facilitator should make sure that each group has appointed a recorder and has the necessary materials (newsprint and markers) for recording data. The facilitator should indicate that the groups will have 10 minutes and give the "go" signal.

During the brainstorming period the facilitator should move from group to group to make sure that evaluative statements are not being made. If they are, she/he should remind the group of the rules and ask them to suggest another idea. At the end of 8 minutes the facilitator should call time and ask the recorders from each group to post their ideas and review them with the total group. After all three groups have shared their ideas, the facilitator should ask the participants to examine them in light of the following questions:

- How similar or how different are suggestions from the three groups?

- To what extent are they interdependent--do they require the cooperative efforts of administrators, counselors, and teachers?

- To what extent are the suggestions generally practical or impractical?

- Can participants identify any ideas appropriate to a particular role group which were missed by the persons in that role group? (e.g., Do counselors have suggestions for administrator activities?)

2. Small group activity--"Developing a Plan for Recruiting Students into Programs Nontraditional to Their Sex" 30 minutes

At this time the facilitator should ask the participants to move from their separate role groups into mixed four-person groups of counselors, administrators, and teachers. In these groups their task is to develop a program for recruiting female and male students into vocational education courses nontraditional for their sex. The newsprint sheets from Sections I and VI should be posted where participants can see them easily. Group members may want to review these sheets in selecting focus areas or work activities for their programs.

After groups are established, the facilitator should ask participants to read through Worksheet 19. When most have finished, she/he should review the total task with the group. The following comments would be appropriate:

> "You are on the staff of a two-year vocational high school in a district with an enrollment of 25,000 students. This is a city district adjacent to a major metropolitan area. Students come to Stivers High School for their last two years of secondary school, during which they complete a vocational training program, finish basic academic requirements for graduation, and participate in a work experience program. Before starting at Stivers, some students have completed a pre-vocational program; others have not. Stivers offers a full range of extracurricular activities for students.
>
> "The board of education of the district has enacted a policy of nondiscrimination on the basis of sex in compliance with Title IX requirements. It has also disseminated guidelines for the implementation of that policy. In accordance with those guidelines, Stivers is developing an affirmative program designed to comply with Title IX and to ensure sex equity in vocational education.
>
> "One of the long range goals of the program is to balance female and male enrollments in vocational education courses, programs, or areas so that students of both sexes are represented in proportion to their representation in the total student body, plus or minus 15 percentage points. Because the student body is approximately 50 percent male/50 percent female, that would mean that all course, program, or area enrollments should be within the 35 percent/65 range of females and males. In this activity you will be developing a recruiting plan to increase the numbers of students in courses/programs nontraditional for their sex as one means of achieving the long-range goal.

"Enrollments by sex of all courses/programs at Stivers are listed on pages 2 and 3 of the worksheet. Enrollments in multiyear programs such as Business Data Processing I and II or Secretarial I and II have been consolidated to simplify the task. The first decision your group needs to make is what instructional area you would like to select for developing a recruiting plan. It could be a course (singles living), a program (carpentry), or an area (health occupations). You could also select two programs (floristry and ornamental horticulture, for example) if a grouping of two or more is basic to your recruitment plan. The area(s) you select may be those you are most familiar with, those that show the greatest discrepancies in female and male enrollments, or ones for which you believe it would be especially difficult to recruit opposite sex students.

"Feel free to make any assumptions about the courses/programs that you believe to be appropriate (e.g., that curriculum adaptations to ensure that a course or program meets the needs of students of both sexes either have or have not been made).

"The sample recruiting plan on pages 4 or 5 of the worksheet will serve as a guide. Notice that your first task is to indicate the program areas to be covered in your plan and the criteria you used in making this selection. Then you list up to three objectives which will contribute to the achievement of the goal of balancing male/female enrollments to the 35/65 percent range. You are asked to indicate timelines for each objective, and to list up to three specific work activities for achieving your objectives. In formulating objectives and work activities, you should draw freely on the data generated in the brainstorming activity and in previous session activities, such as the discussion on influences on females' and males' educational and vocational choices. As you formulate your work activities, you will need to indicate who has major responsibility for seeing that the work activity is carried out and the date for its completion is noted.

"In the time allotted (approximately 25 minutes) you are to complete at least one recruiting plan, more if time allows. Extra recruiting plan sheets are provided in your workbook for those who need them.

"As you work, I (and other facilitators) will be moving from group to group to help in any way. Please feel free to call on us should you need assistance at some point."

After the facilitator completes these instructions, the group should begin their task. The facilitator(s) should remain available to clarify questions or provide any needed assistance.

3. Total group discussion 15 minutes

At the end of the allotted work time, the facilitator should reconvene the total group together and ask for volunteers to share one of their plans with the total group. At least four or five plans should be shared with the total group, more may be shared if time permits.

After several plans have been shared, the facilitator should initiate a total group evaluation of the plans. She/he may ask such questions as:

- Were certain areas/programs/courses selected more often than others? What does this indicate about the difficulty or recruiting in various efforts?
- Were the objectives appropriate to achieving the goal? Practical? Specific?
- Was a diversity of work activities suggested?
- What are the strengths of the plans presented? The weaknesses?

The facilitator may also find it useful to ask the group to look at the "influences" newsprints posted and to determine whether there are any significant influences which should be incorporated into the recruiting plans.

The facilitator should ensure that participants consider in the discussion the variety of activities which may be useful in recruiting. Activities may involve a diversity of persons or groups--student peers, parents, teachers, counselors, employers--and they may utilize a variety of mediums or techniques--print, audio-visual, training, awareness-building and support groups, experimental curricula, etc. It may be useful for the facilitator to select several objectives and ask the group to think of as many alternative ways of accomplishing each one as possible.

After review and evaluation of the plans, the facilitator should explain to the participants that they have just completed the first steps of the program planning process. Although their plans are specifically related to overcoming sex bias and discrimination in vocational education, the complete planning process is applicable to any issue.

The facilitator should refer to Worksheet 20 and review with the group the seven steps of program planning. She/he should point out that participants completed only step one, setting goals and objectives, and part of step two, developing work activities. To the extent possible, the facilitator should use data gathered from the participants' recruiting plans in reviewing the first two steps.

After the facilitator has completed the review of the seven steps, she/he should pause for questions before moving on to the basic principles of program planning. Again, these should be reviewed one by one, and discussed in the context of the groups' plans to the extent possible.

The facilitator should close the discussion by indicating to the participants that they will have the opportunity to work through the entire program planning process in the final activity in this session.

IX. INDIVIDUAL ACTION PLANNING 10 MINUTES

Individual activity--"Developing My Action Plan"	5 minutes
Total group discussion	5 minutes

Purposes of this activity:

The purposes of this activity are

- to provide participants an opportunity to develop their own specific action plan for implementation of sex equity efforts within their day-to-day activities
- to provide an opportunity for participants to share ideas for actions which may be taken for achieving sex equity

Materials needed:

For participant use:

- "My Action Plan"--Worksheet 21

Activity sequence:

1. Individual activity--"Developing My Action Plan" 5 minutes

The facilitator should introduce this summarizing activity by reminding participants that the test of their workshop experience will be the extent to which they can apply this experience to sex equity efforts in their own programs and agencies. She/he should explain that this activity will provide them an opportunity to begin development of an action plan for their own program. As they work on their plans, they should seek to integrate the information provided throughout the workshop with the planning process described in the preceding activity.

The facilitator should ask the participants to turn to Worksheet 21; she/he should then review the directions with the participants. They are to decide what they themselves would like to do to implement sex equity in their own situations and begin to develop a plan for doing so. Their objectives should be those which they can do primarily on their own rather than those involving the cooperation and assistance of other vocational education personnel. Possible objectives could range from something relatively simple such as eliminating the use of sexist terms in one's oral and written language to something more complex such as adapting one's curriculum to meet the interests and needs of students of both sexes. Again, participants might want to review the worksheets completed in the first workshop activity before beginning their plans.

In this activity, participants will be working through a more complete program planning process rather than what they did in the previous activity. The facilitator should mention that the process has been simplified for personal action planning; a more detailed process would be necessary for a more comprehensive program involving other vocational personnel. After reviewing each item very briefly, the facilitator should ask participants to complete the worksheet individually, working for approximately 5 minutes. During this time the facilitator should remain available to answer any questions group members might have.

2. Total group discussion 5 minutes

After about 5 minutes have passed, the facilitator should ask for participants who are willing to share their plan with the total group. This sharing is an important opportunity for participants to obtain new ideas and for the facilitator to reinforce important points which are made. The facilitator may also wish to use the opportunity to make suggestions for actions which may be taken which are not mentioned by members of the group.

X. SUMMARY AND EVALUATION 15 MINUTES

Summary comments	5 minutes
Completion of evaluation forms	5 minutes
Closing comments	5 minutes

Purposes of the activity:

The purposes of this activity are:

- to provide participants with a summary of the workshop
- to address any concerns or questions which may remain
- to provide an opportunity for participants to evaluate the workshop
- to make any announcements or acknowledgments before adjourning the workshop

Materials needed:

For participant use:

- "Workshop Evaluation Sheets"--Worksheet 22

For facilitator use: None

Activities sequence:

1. Summary comments 5 minutes

Comments similar to the following would be appropriate for the facilitator to use in summarizing this session:

"During this workshop we have: reviewed the evidence of sex segregation in the world of work and in vocational education programs and considered the relationship between the two; reviewed the provisions of Title IX and the Education Amendments of 1976 and their implications for vocational educators; assessed the steps toward sex equity which have been taken in our own programs/agencies; considered the influences on the educational and vocational choices of females and males; identified some of the forms and manifestations of sex bias and stereotyping in vocational education and some of the techniques for overcoming such bias and discrimination; and developed an initial plan for our future action steps.

"The information and experiences provided in this workshop supply only a baseline for increasing your capability in overcoming sex discrimination and sex bias in vocational education programs. As you leave this workshop we hope that you will leave with three things:

- A new level of awareness of the sources of sex discrimination and sex bias and the importance of efforts to work to overcome such bias and discrimination. As you return to your classrooms and your schools we hope that you will begin to view the world in a new perspective--one that enables you to identify potential sources of bias no matter how subtle or unintended.

- A new clarity as to the goals of educational equity in vocational education:
  - to ensure that all students truly have full access, support, and opportunity to explore and realize the options which are most consistent with their interests, abilities, and values.
  - to provide students with a supportive environment which is free from symbols and messages of bias on the basis of sex.
  - to provide students with competent staff who are not only aware of the problems of sex discrimination and sex bias but also equipped with the skills needed for overcoming such discrimination and bias in the curriculum, in the treatment of students, in the organization and operation of educational programs, and in outreach to the community.
- A greater understanding of the leadership which you can provide for students and other staff by taking those actions which can contribute to achieving sex equity and by demonstrating the meaning of equity to students and other staff."

2. Completion of evaluation forms 5 minutes

The purpose of the workshop evaluation is to provide training staff and administrative staff with information regarding participants' evaluation of the workshop and to identify needs for continued training and staff development. The facilitator may wish to introduce this activity with comments such as the following:

"We would like each of you to take out Worksheet 22, entitled 'Workshop Evaluation Form.' You will note that the questions provided on the evaluation form are designed to obtain two kinds of information:

- Your feedback regarding this workshop--What activities of the workshop were most useful? What activities were least useful? What do you feel you gained from the workshop? Your answers to these questions can help us to improve our inservice programs and to learn where we were 'on' and 'off' target.
- Your ideas regarding future needs and follow-up--We are also asking you to assist us in identifying follow-up activities and areas for future inservice training programs. Please indicate any ideas which you may have regarding activities which could assist you and other staff in achieving sex equity.

"As you leave, please make sure that you turn in the worksheets so that we will have all of your ideas."

3. Closing comments 5 minutes

The facilitator should use this opportunity to express appreciation to those persons who provided for the training and the persons who assisted in the planning or supportive services necessary for the workshop. Any final questions or concerns should be addressed at this time. As participants prepare to leave, it is often advisable to station facilitators at the exits to collect the evaluation sheets.

ADJOURNMENT

FOOTNOTES

1/ Eli Ginsburg, "Women Entering Job Market at an Extraordinary Pace," New York Times, 12 September 1976, Sec. 1, p.1.

2/ U.S. Department of Labor, Women's Bureau, 1975 Handbook on Women Workers (Washington, D.C.: Women's Bureau, U.S. Department of Labor, 1975) p. 11.

3/ Corinne Rieder, "Work, Women, and Vocational Education," American Education (June 1977): p. 27.

4/ Women's Bureau, U.S. Department of Labor, telephone communication, July, 1977.

5/ Karen Hapgood and Judith Getzels, "Historical Perspectives: Trends in the Lives of Women," Planning Advisory Service Report No. 301 (Chicago: American Society of Planning Officials, April 1974) pp. 3-14.

6/ U.S. Department of Labor, Women's Bureau, Women Workers Today (Washington, D.C.: U.S. Department of Labor, 1976) p. 2.

7/ Women's Bureau, Women Workers Today, p. 2.

8/ "More Working Women," The Washington Post, 8 March 1977, Sec. 2, p. 2.

9/ Women's Bureau, Women Workers Today, pp. 3-4.

10/ Women's Bureau, 1975 Handbook on Women Workers, p. 27.

11/ Women's Bureau, U.S. Department of Labor, telephone communication, July 1977.

12/ Corinne Rieder, "Work, Women, and Vocational Education," p. 27.

13/ U.S. Department, of Labor, Women's Bureau, "The Earnings Gap Between Women and Men " (Washington, D.C.: Women's Bureau, U.S. Department of Labor) 1976, p. 8.

14/ Bureau of Labor Statistics, U.S. Working Women: A Chartbook (Washington, D.C.: Bureau of Labor Statistics, U.S. Department of Labor, 1975, p. 45 and Women's Bureau, "The Earnings Gap Between Women and Men," p. 10.

15/ Women's Bureau, Women Workers Today, p. 8.

16/ Ibid.

17/ Women's Bureau, "Why Women Work " (Washington, D.C.: Women's Bureau, U.S. Department of Labor, July 1976 (Revised)).

18/ Women's Bureau, Women Workers Today, p. 10.

19/ Women's Bureau, U.S. Department of Labor, telephone communication, July 1977.

20/ Women's Bureau, Women Workers Today, p. 5.

21/ Women's Bureau, 1975 Handbook on Women Workers, p. 42.

22/ Karen Hapgood and Judith Getzels, "Historical Perspectives: Trends in the Lives of Women," pp. 3-14.

23/ U.S. Department of Labor, Women's Bureau. "Facts on Women Workers of Minority Races" (Washington, D.C.: Government Printing Office, 1975) p. 1.

24/ Karen Hapgood and Judith Getzels, "Historical Perspectives: Trends in the Lives of Women," pp. 3-14.

25/ Department of Health, Education, and Welfare, Office of Special Concerns, *A Study of Selected Socio-Economic Characteristics of Ethnic Minorities Based on the 1970 Census, Volume II: Asian Americans* (Washington, D.C.. Department of Health, Education, and Welfare, July 1974) pp. 4-16 and 97.

26/ Women's Bureau, *1975 Handbook on Women Workers*, p. 46.

27/ Women's Bureau, "Facts on Women Workers of Minority Races."

28/ Women's Bureau, *Women Workers Today*, p. 8.

29/ Women's Bureau, *1975 Handbook on Women Workers*, pp. 135-136.

30/ Women's Bureau, U.S. Department of Labor, telephone communication, July 1977.

31/ Women's Bureau, *Women Workers Today*, p. 8.

32/ Women's Bureau, "Why Women Work," p. 2.

33/ Women's Bureau, *Women Workers Today*, p. 10.

34/ Women's Bureau, "The Earnings Gap Between Women and Men," p. 6.

35/ Janet Saltzman Chafetz, *Masculine/Feminine or Human?* (Itasca, Ill.: F.E. Peacock Publishers, Inc., 1974) p. 129-130.

36/ Corinne Rieder, "Work, Women, and Vocational Education," p. 29.

37/ Women's Bureau, *1975 Handbook on Women Workers*, p. 84.

38/ Marijean Suelzle, "Women in Labor," *Trans-Action* 8 (November-December 1970): 50-58.

39/ Margaret Mead and Frances B. Kaplan (eds), American Women: The Report to the President's Commission on the Status of Women (New York: Charles Scribner's Sons, 1965).

40/ U.S. Department of Labor, Women's Bureau, "The Myth and the Reality" (Washington, D.C.: U.S. Government Printing Office,n.d.).

41/ Ibid.

42/ Eleanor Emmons Maccoby and Carol Nagy Jacklin, The Psychology of Sex Differences (Stanford, Calif.: Stanford University Press, 1974) p. 370.

43/ Jan J. Durkin, The Potential of Women, Research Bulletin 87 (Washington, D.C.: Johnson O'Connor Research Foundation, 1972).

44/ Manual for the General Aptitude Test Battery, Section III: Development (Washington, D.C.: U.S. Department of Labor, 1970), and Robert C. Droege, "Sex Differences in Aptitude Maturation During High School," Journal of Counseling Psychology (1967): 407-11.

45/ Women's Bureau, "Facts on Women Workers of Minority Races," p. 7.

46/ Women's Bureau, "The Earnings Gap Between Women and Men," p. 3.

47/ Peggy Hawley, "What Women Think Men Think," Journal of Counseling Psychology 18 (1971): 193-194.

48/ Manual for the General Aptitude Test Battery, Section III: Development.

49/ U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Barriers to Women's Participation in Postsecondary Education, by Esther M. Westervelt (Washington, D.C.: Government Printing Office, 1975) p. 42.

MATERIALS FOR USE IN TRAINING

The following resource list contains selected print and nonprint materials which could be used in inservice training on the topic of implementing sex equity in vocational education with vocational administrators, counselors, and instructors.

Print Materials

Ellis Associates, Inc. Expanding Nontraditional Opportunities in Vocational Education. College Park, Maryland: Ellis Associates, Inc., 1977. (Available through the ERIC System, # CE-012-705.)

This training package is designed to help vocational educators understand the need for equal opportunity in employment and in vocational education along with some of the barriers to and the ways of expanding nontraditional vocational opportunities for female and male students. The package contains three separate sets of materials:

- "Approaches to Expanding Nontraditional Opportunities for Vocational Education Students"
- "Barriers to Expanding Nontraditional Opportunities for Vocational Education Students"
- "Legislation Addressing Equal Opportunity in Vocational Education and Employment"

Each of the three sets contains text materials, lists of questions, suggested activities for participants, and transparency texts.

Feminists Northwest. Project Awareness: A Training Program. Olympia, Wash.: Superintendent of Public Instruction, State of Washington, May 1976.

In its training program manual, Project Awareness outlines detailed procedures and provides participant and trainer materials for 18 hours of awareness training relating to sex bias in education. It is organized into seven workshop units (1) "Awareness: Definitions of Sex Discrimination," (2) "Damaging Effects of Sex Discrimination," (3) "Laws and Assessment," (4) "Strategies for Ending Sex Discrimination in Schools," (5) "Resources for Developing Curriculum About Sex Role Awareness and Women's Studies," (6) "Sexist Language,", and (7) "Non-Defensive Communication."

McCune, Shirley; Matthews, Martha; Boesdorfer, Kent; Kaser, Joyce; and Cusick Judy. Implementing Title IX: A Sample Workshop. Washington, D.C.: U.S. Office of Education, 1977.

This sample workshop presents a six-hour training design on Title IX implementation which could be used by educators at the local level. It contains all of the lecturettes, facilitator directions and resources, and participant materials that are needed for the workshop. The content covers Federal nondiscrimination legislation affecting education, Title IX, the

Title IX grievance process, and planning for Title IX implementation. The book includes a listing of resources, a summary of Title IX, and many of the most frequently asked questions about Title IX with accompanying answers.

Nickerson, Eileen T.; Dora, Randi; Gun, Binnie; Nash, Ann S.; Speizer, Jeanne; and Wasserman, Mardy K. Intervention Strategies for Changing Stereotypes: A Procedural Guide. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1975.

The strategies outlined in this guide are intended for use with teachers, counselors, students, education administrators, and human service professionals to help them examine sex-role stereotypes. The guide is organized around procedures for setting up a workshop; consciousness raising and counseling materials, programs, and techniques; units on career awareness and life planning; and resources for further information.

Title IX Equity Workshops Project Products. Washington, D.C.: Resource Center on Sex Roles in Education, forthcoming.

The products developed under the Title IX Equity Workshops Project consist of two 45-hour training packages designed to help elementary/secondary and postsecondary education personnel comply with Title IX and achieve sex equity in education programs and activities. Each of the training packages for elementary/secondary and postsecondary personnel contains the following:

- Fifteen training designs--Each of the training designs has all of the instructions, lecturettes, facilitator preparation materials, and participant materials for three generic sessions covering Federal nondiscrimination legislation, barriers to equal opportunity on the basis of sex, provisions of Title IX, and effecting change within educational institutions. Each also has two application sessions for educational personnel based on their role within their institution. Sessions were developed for the following groups:

  Elementary/Secondary

  Administrators, Title IX coordinators, and school board members
  Instructional staff
  Counselors and pupil personnel staff
  Physical education and athletics staff
  Vocational education personnel
  Community groups

  Postsecondary

  Administrators, Title IX coordinators, and board members
  Faculty
  Student services staff
  Counselors
  Physical education and athletics staff
  Teacher/administrator education faculty

- Participant materials--A participant notebook containing all the worksheets for the generic sessions and reference materials and materials for each of the above application sessions are included in the training package.

Films

"The Woman's Game"

Available from:
Modern Talking Picture Service
2323 New Hyde Park Road
New Hyde Park, New York
516/437-6300
Rental: Free (Not available for purchase)

Color
28 min.

Six sequences depicting girls and women involved in nonstereotyped roles are presented in this film, developed for the U.S. Office of Education. The film shows a fourth grade class playing a nonsexist career education game, a former secretary in her new role as log truck driver, a post-graduate archeology student, a high school athlete, a director of a post-secondary aerospace education department, and an ocean engineer. A discussion guide accompanies the film.

For use with: students, grade 4 and up; counselors; parents.

"All About Eve"

Available from:
Center for Human Resources
University of Houston
Houston, Texas 77004
Cost: $60.00

Color
8 min.

This film gives the viewer an opportunity to see a capsulized, historical investigation of women in the work force. Using art work, historical pictures, and on the job photographs of women employed in many nontraditional jobs, students are introduced to occupations other than those traditional for females.

For use with: secondary school students; counselors, teachers; parents.

"When I Grow Up"

Available from:
Central Curriculum Management Center
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777
Rental: Free
or
Motorola Teleprograms
4825 North Scott Street, Suite 23
Schiller Park, Illinois 60176
Cost: $295

Color
20 min.

"When I Grow Up" presents a series of vignettes of differential treatment of students on the basis of sex in elementary and secondary school classrooms which can be used to stimulate discussion. A discussion guide is included.

For use with: secondary school students; counselors; teachers; parents.

PART III. THE PARTICIPANT WORKBOOK

STEPS TOWARD SEX EQUITY IN VOCATIONAL EDUCATION: PARTICIPANT WORKBOOK

A Collection of Worksheets and Reference
Materials to be Used in Conjunction With
STEPS TOWARD SEX EQUITY IN VOCATIONAL EDUCATION:
AN INSERVICE TRAINING DESIGN

Prepared by
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

Prepared under contract #300-76-0426 for the Bureau of Occupational and Adult Education, U.S. Office of Education, Department of Health, Education, and Welfare.

STEPS TOWARD SEX EQUITY IN VOCATIONAL EDUCATION: PARTICIPANT WORKBOOK

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Participation and Earnings of Women and Men in the Paid Work Force and Vocational Education Programs — Worksheet 4

Title IX of the Education Amendments of 1972--A Summary of the Implementing Regulation — Worksheet 5

Sex Discrimination in Vocational Education: What Does the Law Say? — Worksheet 6

The Education Amendments of 1976: A Summary of the Provisions Related to Sex Equity in Vocational Education — Worksheet 7

The Education Amendments of 1976: Implications of the Sex Equity Provisions for Local Vocational Education Programs — Worksheet 8

Assessing Sex Equity in Vocational Education: For Administrators — Worksheet 9

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Influences on the Educational and Vocational Choices of Females and Males: What Happens to Benita? — Worksheet 13

Manifestations of Sex Bias and Sex Discrimination in Vocational Education — Worksheet 14

Recognizing Sexist and Nonsexist Behaviors: For Administrators — Worksheet 15

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Appendix--Reference Sheets

STEPS TOWARD SEX EQUITY IN VOCATIONAL EDUCATION

WORKSHOP AGENDA

8:30 a.m. Coffee, registration, materials display (optional)

9:00 a.m. I INTRODUCTORY ACTIVITIES AND NEEDS ASSESSMENT

Opening Comments

- Welcome and introductions
- Purposes of the workshop
- Overview of the day's activities

Identifying Sexism in Vocational Education--A General Assessment

- Individual activity--"Assessing Sexism in Vocational Education Programs"
- Paired discussions
- Total group discussion

9:35 a.m. II THE SOCIAL/EDUCATIONAL CONTEXT OF SEX EQUITY IN VOCATIONAL EDUCATION: FEMALES AND MALES IN THE WORK FORCE AND IN VOCATIONAL EDUCATION

- Individual activity--"Female and Male Participation in the Paid Work Force and in Vocational Education Programs: What Are the Facts?"
- Lecturette--"Women and Men in the Paid Work Force"
- Questions and answers
- Structured group discussion--"Sex Segregation in the Work Force and in Vocational Education: What Are the Relationships?"

10:25 a.m. BREAK

10:40 a.m. III THE LEGAL CONTEXT OF SEX EQUITY IN VOCATIONAL EDUCATION: NONDISCRIMINATION LAWS

- Lecturette--"Vocational Education and Title IX Requirements"

- Questions and answers
- Individual activity--"Sex Discrimination in Vocational Education: What Does the Law Say?"
- Total group discussion

11:30 a.m. IV THE LEGAL CONTEXT OF SEX EQUITY IN VOCATIONAL EDUCATION: PROGRAM REQUIREMENTS

- Lecturette--"Review of the Sex Equity Provisions of the 1976 Education Amendments"
- Small group discussions--"Implications of the 1976 Education Amendments for Local Vocational Education Programs"
- Total group discussion

11:55 a.m. V ASSESSING SEX EQUITY EFFORTS IN VOCATIONAL EDUCATION

- Individual activity--"Assessing Sex Equity in Vocational Education"
- Total group discussion

12:15 p.m. LUNCH

1:30 p.m. VI INFLUENCES ON THE EDUCATIONAL AND VOCATIONAL CHOICES OF FEMALES AND MALES

- Individual activity--"Influences on the Educational and Vocational Choices of Females and Males"
- Small group discussions
- Total group discussion

2:05 p.m. VII RECOGNIZING AND COMBATING SEX BIAS AND SEX DISCRIMINATION IN VOCATIONAL EDUCATION POLICIES, PRACTICES, AND PROGRAMS

- Small group discussions--"Manifestations of Sex Discrimination and Sex Bias in Vocational Education Programs"
- Total group discussion
- Individual activity--"Recognizing Sexist and Nonsexist Behaviors"
- Small group discussions
- Total group discussion

2:40 p.m. BREAK

2:55 p.m. VIII OVERCOMING SEX BIAS AND DISCRIMINATION IN VOCATIONAL EDUCATION

- Small group activity--"How to Recruit"
- Total group discussion
- Small group activity--"Developing a Plan for Recruiting Students into Programs Nontraditional to Their Sex"
- Total group discussion

3:50 p.m. IX INDIVIDUAL ACTION PLANNING

- Individual activity--"Developing My Action Plan"
- Total group discussion

4:00 p.m. X SUMMARY AND EVALUATION

- Summary comments
- Completion of evaluation forms
- Closing comments

4:15 p.m. ADJOURNMENT

ASSESSING SEX EQUITY IN VOCATIONAL EDUCATION PROGRAMS: AN INTRODUCTORY ASSESSMENT

Worksheet 1

Think about the policies, practices, and programs relating to vocational education in your institution or agency and the behavior of staff members.

1. List as many examples as you can identify of differential opportunity or treatment of female and male students and employees.

2. What efforts have been taken to eliminate sex differentiation in opportunity or treatment of students or employees?

3. What, in your opinion, are the primary barriers to eliminating differential opportunities and treatment of female and male students? Of female and male employees?

4. What do you think will be the most important results or outcomes of efforts to achieve sex equity in your vocational education programs?

FEMALE AND MALE PARTICIPATION IN THE PAID WORK FORCE AND IN VOCATIONAL EDUCATION PROGRAMS: WHAT ARE THE FACTS?

Worksheet 2

Directions: These multiple choice questions are designed to help you assess your knowledge of females' and males' participation in the paid work force and in vocational education programs. Under each statement you will see a number of alternative answers which could fill in the information missing in each statement. Select the alternative you believe is correct, and write its letter in the blank to the right of the statement.

1. Women make up _____ of the nation's paid work force. _____

   a. 26%   b. 41%   c. 54%

2. For every $1.00 men earn, women earn _____. _____

   a. 95¢   b. 76¢   c. 57¢

3. _____ of American women between the ages of 18-64 are employed outside the home. _____

   a. 41%   b. 34%   c. 54%

4. _____ of American men between the ages of 18-64 are employed outside the home. _____

   a. 74%   b. 86%   c. 91%

5. The average young woman today can expect to spend _____ years in the paid work force. _____

   a. 7.3   b. 17.1   c. 22.9   d. 31.2

6. The average 20 year old American male can expect to work for pay outside the home for _____ years. _____

   a. 36   b. 52   c. 42

7. Out of every 10 young women in high school today, _____ will work for pay outside their homes at some point in their lives. _____

   a. 9   b. 5   c. 7.4

8. Both husband and wife work in _____ percent of the nation's marriages.

a. 35   b. 47   c. 28

9. The median income of working women with four years of college is _____ that of men who have completed eight years of elementary school.

a. greater than   b. the same as   c. less than

10. The difference between the average yearly incomes of male and female workers has _____ over the past 20 years.

a. increased   b. decreased   c. remained the same

11. _____ women have the highest labor force participation of any group of women.

a. Asian-American   b. Black   c. Hispanic   d. Native American
e. White

12. About _____ out of ten adult women are either single, widowed, divorced, or separated from their husbands and are therefore responsible for their own financial support.

a. four   b. six   c. eight

13. Women workers are absent from work _____ male workers.

a. more than   b. less than   c. as often as

14. In 1973, the average earnings of white males and females and minority females and males were distributed from highest to lowest in the following order.

a. white males, white females, minority females, minority males
b. white males, minority males, white females, minority females
c. white males, minority females, white females, minority males

15. _____ percent of all women workers are employed in clerical occupations.

a. 11.2   b. 18.1   c. 27.8   d. 35.0

16. Fifty percent of men in the paid labor force are employed in the three occupational categories which employ the largest number of men (skilled crafts, professional and technical occupations, and managerial occupations). In contrast, _____ percent of all women in the paid labor force are employed in three occupational groups (clerical occupations, service occupations, and professional/technical occupations). _____

a. 40 b. 60 c. 70

17. _____ percent of all vocational education programs had enrollments which were 90 percent male or 90 percent female in 1976. _____

a. 15 b. 27 c. 39

18. The vocational training area with the largest female enrollment (more than one-third of all females enrolled in vocational education) is _____. _____

a. consumer and homemaking programs
b. occupational home economics
c. office occupations

19. _____ percent of all students enrolled in vocational education programs in the area of trades and industry in 1976 are female. _____

a. 13 b. 21 c. 34

20. Trends in male/female enrollment in vocational training programs show that _____

a. females are enrolling in traditionally male courses at a faster rate than males are entering traditionally female programs
b. males are enrolling in traditionally female courses at a faster rate than females are entering traditionally male programs
c. the entry of males and females into programs nontraditional to their sex is occurring at about the same rate

WOMEN IN THE WORK FORCE: A FACT SHEET

Worksheet 3

Women's Participation in the Paid Work Force

- Women are entering the paid work force at steadily increasing rates. Today, 41 percent of this work force is female; this percentage should equal 50 by the year 2000.

- Increasing entry into the paid work force is characteristic of all groups in our society. regardless of:

  --racial-ethnic group membership

  --age (57 percent of all women in every age group between 18 and 54 are employed outside their homes)

  --marital status (47 percent of the nation's marriages have two breadwinners)

  --maternal status (47 percent of all women with children under 18 are in the paid work force; mothers of children under 6 are entering at a rate faster than any other group)

- The average young woman today will work outside her home for:

  --40 years if she is single

  --30 years if she marries but has no children

  --between 15 and 25 years if she marries and has children, depending on the number of children she has

Women's Status in the Paid Work Force

- Women tend to be concentrated in a limited number of "women's occupations," most of which tend to be lower paying than those occupations in which males predominate.

  --70 percent of all women working for pay are employed in three occupational groups: clerical occupations, service occupations, and professional/technical workers (primarily teachers).

  --50 percent of all men in the paid labor force are employed in the three largest occupational categories for men: skilled crafts, professional/technical, and managerial occupations.

  --In 1974, the median income earned by female college graduates in the paid work force was less than that earned by men with an eighth grade education.

--In 1973, the median income of females employed full-time year round was $6,488, while median income of similarly employed males was $11,306.

- Even in the same occupational categories, women earn less than men.
- The gap between women's incomes and men's incomes is increasing; in 1956, the median income of all women workers was 63 percent that of men; in 1973, women's median income was only 57 percent that of men.
- Women in the paid labor force are more likely than men to be unemployed.
- Two-thirds of women in the paid labor force today work outside the home due to economic need; they are single, divorced, widowed, separated, or married to husbands with an income of less than $10,000 per year.

Minority Women in the Paid Work Force

- In the past, minority women have had much higher rates of participation in the paid work force than white women; Black women have the longest history of work force participation of any group of women.
- Today, rates of labor force participation by minority women vary among the different minority groups.

--Black women's rate of labor force participation exceeds that of white women.

--Hispanic women are less likely to work for pay outside the home than either Black or white women.

--A majority of Asian-American families are comprised of a working husband and a working wife.

--1970 census data indicate that 35 percent of all Native American women are in the paid work force.

- Minority women with children are more likely to be in the paid work force than are white women with children; 52 percent of minority women with children under 6 were employed in 1974, as compared to 34 percent of non-minority women.
- Minority women are less likely than white women to be employed in white collar jobs and more likely to be employed in blue collar or service jobs.
- Minority women have the lowest average incomes of all workers; in 1973, the average yearly income of white males and females and minority males and females employed on a full-time year round basis was as follows:

white males	$11,633
minority males	8,363
white females	6,544
minority females	5,772

- Minority females have the highest unemployment rate of any group in the paid work force; in 1975, the unemployment rates were highest for minority females. The rates by race and sex in 1975 were as follows:

white males	7.2
white females	8.6
minority females	13.7
minority females	14.0

When we consider workers in the age group of 16-19 years, the unemployment rates increase dramatically:

white males	18.3
white females	17.4
minority males	35.4
minority females	38.5

- Minority women are more likely than white women to be in the paid work force as a result of economic need.

  Of the more than 2 million minority women in the paid work force, more than two-thirds (63 percent) have husbands with incomes of less than $10,000 per year. The comparable figure for white women is 43%.

- Nearly one in three minority families is headed by a woman who is sole support of herself and her family.

PARTICIPATION AND EARNINGS OF WOMEN AND MEN IN THE PAID WORK FORCE AND VOCATIONAL EDUCATION PROGRAMS

WORKSHEET 4

Table 1

OCCUPATIONAL EARNINGS OF WOMEN AND MEN IN 1974

Occupation Group	Earnings 1974 Women	Earnings 1974 Men	% Men's Earnings Exceeded Women's
Professional & Technical Workers	$9,570	$14,873	55.4
Managers & Administrators	8,603	15,425	79.3
Sales Workers Total	5,168	12,523	142.3
Retail Trade	4,734	9,125	92.8
Other Sales Workers	8,452	13,983	65.4
Clerical Workers	6,827	11,514	68.7
Craft Workers	6,492	12,028	85.3
Operatives	5,766	10,176	76.5
Service Workers	5,046	8,638	71.2
Farmers and Farm Managers	--	5,459	--
Non-Farm Laborers	5,891	8,145	38.3
Private Household Workers	2,676	--	--

Source: Women's Bureau, "The Earnings Gap Between Women and Men," Washington: Women's Bureau, Employment Standards Administration, U.S. Department of Labor, 1976, p. 8.

TABLE II - DISTRIBUTION OF WOMEN AND MEN IN THE WORK FORCE - 1977*

Major Occupational Group	Percent Female	Percent Male
Professional, technical workers	42.0	58.0
Managers, administrators	20.8	79.2
Sales workers	42.9	57.1
Clerical workers	78.2	21.3
Craft and kindred workers	4.8	95.2
Operatives	31.2	68.8
Nonfarm laborers	9.3	90.7
Service workers	61.5	38.5
Farm workers	16.2	83.8

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*U.S. Department of Labor, Women's Bureau

TABLE III - DISTRIBUTION OF FEMALES AND MALES IN VOCATIONAL EDUCATION PROGRAMS - 1976**

	Percent Female	Percent Male
Agriculture	11.3	88.7
Distribution	48.0	52.0
Health	78.7	21.3
Consumer and Homemaking	83.2	16.8
Occupational Home Economics	84.7	15.3
Office	75.1	24.9
Technical	11.3	88.7
Trade and Industry	12.7	87.3
Special Programs	33.3	66.7

**Department of Health, Education, and Welfare's Office of Education, Bureau of Occupational and Adult Education's "Comparative Analysis of Vocational Education Enrollment by Sex in Fiscal Years 1972 and 1975" (Washington, D.C.: Bureau of Occupational and Adult Education, Spring 1977).

TABLE IV - MAJOR OCCUPATIONS EMPLOYING MEN AND WOMEN*

Ten Major Occupations Employing Women

- Secretaries
- Food service workers
- Teachers (except college and university)
- Sales clerks
- Bookkeepers
- Health service workers (dental assistance, practical nurses, nursing aides)
- Personal service workers (hairdressers, child care workers, attendants)
- Nurses, dieticians, therapists
- Cashiers
- Private household workers

Ten Major Occupations Employing Men

- Engineers
- Carpenters
- Auto mechanics
- Mechanics (except auto)
- Blue collar worker supervisors
- Truck drivers
- Cleaning workers
- Food service workers
- Farm owners and tenants
- Protective service workers (fire, police, etc.)

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*U.S. Department of Labor, Women's Bureau, "Table 1: Employed Persons in Selected Occupations - 1976 Annual Averages" (Washington, D.C.: Women's Bureau, 1977) (Calculations made by Resource Center on Sex Roles in Education.)

TABLE V - TRENDS IN FEMALE AND MALE ENROLLMENTS IN VOCATIONAL EDUCATION

	1969		1976	
	Female	Male	Female	Male
Agriculture	2.0	98.0	11.3	88.7
Distribution	44.5	55.5	48.0	52.0
Health	92.2	7.8	78.7	21.3
Consumer and Homemaking	95.5	4.5	83.2	16.8
Occupational Home Economics	86.7	13.3	84.7	15.3
Office	78.0	22.0	75.1	24.9
Technical	8.7	91.3	11.3	88.7
Trades and Industry	11.1	88.9	12.7	87.3
Special Programs	41.0	59.0	33.3	66.7

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972-- A SUMMARY OF THE IMPLEMENTING REGULATION

Worksheet 5

Introduction

Title IX of the 1972 Education Amendments is the first comprehensive federal law to prohibit sex discrimination in the admission and treatment of students by education institutions receiving federal financial assistance. Sex discrimination in the employment policies and practices of educational institutions is also prohibited. The law reads:

> "No person in the United States shall, on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

The implementing regulation for Title IX was issued by the Secretary of Health, Education, and Welfare in June, 1975. Its provisions may be grouped into five major sections -- general provisions (contained in Subpart A of the regulation), which outline the general procedures required for ensuring nondiscrimination and compliance with the regulation; coverage provisions (Subpart B of the regulation), which identify the education institutions, programs, and activities covered by the regulation; admissions provisions (Subpart C of the regulation), which specify prohibitions of discrimination in the recruitment and admission of students; provisions pertaining to the treatment of students in educational programs and activities (Subpart D of the regulation), which delineate the standards of nondiscrimination in student programs; and employment provisions (Subpart E of the regulation), which establish the requirements for nondiscrimination in employment.

Following is a summary of the regulation. It follows the sequence of the regulation itself; the number contained in brackets at the end of each summary paragraph refers to the section of the regulation from which the information is derived. Notes on enforcement procedures under Title IX and on recent amendments and interpretation of the legislation conclude the summary.

Two definitions contained in the regulation are of importance to users of this summary:

Recipient: The "recipient" referred to throughout the summary is defined as "any public or private agency, institution, or organization, or other entity, or any person, to whom Federal financial assistance is extended directly or through another recipient and which operates an education program or activity which receives or benefits from such assistance." /§86.2(h)/

Federal financial assistance: Education agencies or institutions which receive any of the following are considered recipients of "federal financial assistance" for purposes of Title IX:

- grants or loans from the federal government, including funds for:
  - acquisition, construction, or renovation of buildings or facilities;
  - scholarships, loans, grants, wages or other funds extended for payment to or on behalf of students of the institution, whether paid to the institution or directly to students for payment to the institution.
- grants of federal property
- provision of the services of federal personnel
- any other contract, agreement or arrangement which has as one of its purposes the provision of assistance to any education program or activity, except a contract of insurance or guaranty. /§86.2(g)/

Copies of the regulation have been supplied to all local education agencies and post-secondary institutions. Copies of the regulation may also be obtained from the Department of Health, Education, and Welfare, Washington, D.C. 20201.

TITLE IX - A SUMMARY OF THE IMPLEMENTING REGULATION

GENERAL PROVISIONS

Remedial action. In the event of a finding of sex discrimination by the Director of the Office for Civil Rights in an education program or activity of a federally assisted institution or agency, the institution or agency may be required to take remedial action to overcome the effects of such discrimination. Such requirement would be specified by the Director. [§86.3(a)]

Affirmative action. In the absence of a finding of sex discrimination, a recipient education institution may take affirmative action to overcome the effects of conditions which resulted in limited participation by persons of a particular sex. [§86.3(b)]

Self-evaluation. Every education institution receiving federal funds must, within one year of the effective date of the regulation:

- evaluate its policies and practices as to their compliance with the regulation;
- modify its policies and practices as necessary for compliance;
- take appropriate remedial steps to eliminate the effects of discrimination resulting from these policies and practices.

A description of any modifications and remedial actions taken must remain on file for at least three years following completion of the evaluation. [§86.3(c)]

Assurance required. Every application for federal financial assistance for any education program or activity must as a condition of its approval, contain or be accompanied by an assurance form certifying compliance with the regulation. Forms will be supplied by the Office for Civil Rights, HEW. [§86.4]

Designation of responsible employee. Every recipient must designate at least one employee to coordinate compliance efforts and investigate any complaints of sex discrimination; all students and employees must be notified of the name, office address and phone number of this employee. [§86.8(a)]

Grievance procedures. Every recipient must adopt and publish grievance procedures providing for resolution of student and employee complaints. (Utilization of these procedures is not a prerequisite for Federal action.) [§86.8(b)]

Notification of policy. Recipients must take specific and continuing steps to notify applicants for admission, students, parents, employees, and all unions or professional organizations holding bargaining or professional agreements with the recipient of its compliance with Title IX. Initial notification was required by October 19, 1975. [§86.9(a)]

Publications. Recipients must include a policy statement of nondiscrimination on the basis of sex in each announcement, bulletin, catalog, application form, or other materials used in connection with the recruitment of students or employees. No publication should suggest, by text or illustration, that the recipient treats students, applicants, or employees differently on the basis of sex except as permitted by the regulation. /§86.9(b)/

COVERAGE

General. The regulation applies to every recipient and to each education program or activity operated by a recipient which receives or benefits from Federal financial assistance. (Information regarding judicial interpretation of this language is provided in the preamble to the regulation. In analogous cases regarding racial discrimination, courts have held that the education functions of a school district or college include any service, facility, activity or program which it operates or sponsors, including athletics and other extracurricular activities, and the federal funds may be terminated upon a finding that "they are infected by a discriminatory environment.") /§86.11/

Exemptions from coverage include: educational institutions controlled by religious organizations, to the extent that compliance would not be consistent with religious tenets; military and merchant marine educational institutions; and social fraternities and sororities in post-secondary institutions, YM and YWCA's, Girl and Boy Scouts, Camp Fire Girls, and other voluntary youth service organizations. /§86.12, §86.13 and §86.14/

Coverage of the admissions provisions applies only to institutions of vocational education, professional education, graduate higher education, and public institutions of undergraduate higher education, other than those which have been traditionally and continually single sex. This does not include first-degree professional and vocational programs offered at private undergraduate institutions. /§86.15/

ADMISSIONS

The regulation requires that no person may, on the basis of sex, be denied admission or be subject to discrimination in admission by any recipient subject to the admissions provisions of Title IX. Specifically prohibited are:

- ranking applicants separately on the basis of sex;
- applying numerical limitations on the number or proportion of either sex who may be admitted;
- treating one individual differently from another on the basis of sex;
- administering any test or criterion for admission which has a disproportionately adverse effect on members of one sex unless such test or criterion is shown to validly predict success in the education program or activity and alternative tests are not available;

- applying any rule concerning the actual or potential parental, marital, or family status of a student which treats persons differently on the basis of sex;
- discriminating against or excluding any person on the basis of pregnancy or related conditions (these must be treated as any other temporary disability);
- making pre-admission inquiry as to the marital status of an applicant. [§86.21(a),(b),(c)]

Discrimination in the recruitment of applicants for admission is also prohibited:

- preference may not be given nor may applicants for admission be recruited on the basis of attendance at an educational institution which is predominantly single sex unless the pool of applicants eligible for such preferences includes roughly equivalent numbers of males and females [§86.22];
- a recipient may not discriminate on the basis of sex in the recruitment of students unless additional recruitment efforts for members of one sex are undertaken as remedial or affirmative action. [§86.23(a)]

TREATMENT OF STUDENTS IN EDUCATION PROGRAMS AND ACTIVITIES

General. All education institutions or activities receiving federal financial assistance are subject to these regulatory requirements, including those whose admissions are exempt from coverage. This portion of the regulation requires that:

> "...no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any *academic*, *extracurricular*, *research*, *occupational training* or any other education program or activity operated by a recipient" (emphasis added). [§86.31(a)]

It specifically provides that recipient institutions may not, on the basis of sex:

- provide different aid, benefits, or services;
- deny any person such aid, benefit, or service;
- subject any person to separate or different rules of behavior, sanctions, or other treatment;
- discriminate against any person in the application of any rules of appearance;
- apply any rule concerning the domicile or residence of a student or applicant, including eligibility for in-state tuition;
- provide significant assistance (defined in the preamble to the regulation as facilities or a faculty sponsor) to any agency, organization or person which discriminates on the basis of sex in providing any aid, benefits or service to students or employees;
- limit any person in the enjoyment of any right, privilege, advantage, or opportunity. [§86.31(b)]

Assistance administered by an institution for study abroad. A recipient institution may administer awards established by foreign or domestic legal instruments restricted to members of one sex which are designed to provide opportunities for study abroad provided the institution otherwise makes available reasonable opportunities for members of the other sex. /§86.31(c)/

Programs not operated by recipients. A recipient institution may not facilitate, require, permit, or consider as part of an activity or program it operates, participation by any applicant, student, or employee in a program not operated by the recipient which discriminates on the basis of sex. This includes participation in educational consortia and cooperative employment and student teaching assignments. /§86.31(d)/

Housing. A recipient may not, on the basis of sex, apply different rules or regulations, impose different fees or requirements, or offer different services or benefits related to housing. A recipient may provide separate housing on the basis of sex, provided that housing provided for students of one sex, when compared to that provided to students of the other, is as a whole proportionate in quantity to the number of students of that sex applying and comparable in quality and cost to the student. /§86.32(a)(b)/

A recipient which assists any agency or person in making housing available to its students must take reasonable action to assure itself that housing provided is proportionate in quantity and comparable in quality and cost to students of both sexes. A recipient may not, on the basis of sex, administer different policies or practices concerning occupancy by its students of housing other than provided by the recipient. /§86.32(c)/

Facilities. A recipient may provide separate toilet, locker room and shower facilities on the basis of sex; those provided for one sex must be comparable to those provided for the other. /§86.33/

Course offerings. Course offerings or other education activities may not be provided separately on the basis of sex, nor may participation therein be refused or required on such basis. Included are health, physical education, industrial, business, vocational, technical, home economics, music, and adult education courses. /§86.34/

- With respect to physical education courses, institutions must comply with this requirement as expeditiously as possible but in no event later than one year from the effective date of the regulation at the elementary level /July 21, 1976/ and three years from the effective date at the secondary and post-secondary levels /July 21, 1978/. Students may be grouped by ability in physical education classes and activities as long as ability is assessed by objective standards developed and applied without regard to sex. Students may be separated by sex within physical education classes during participation in contact sports. /§86.34(a)(b)(c)/
- Portions of classes in elementary and secondary schools which deal exclusively with human sexuality may be conducted separately for males and females. /§86.34(e)/

- Recipient institutions may make requirements based on vocal range or quality which result in choruses of one or predominantly one sex. /§86.34(f)/

Schools of vocational education. A local education agency may not, on the basis of sex, exclude any person from admission to any institution of vocational education or any other school or educational unit it operates unless it otherwise makes available to such person, pursuant to the same policies and criteria of admission, courses, services, and facilities comparable to each course, service and facility offered in or through such schools. /§86.35/

Counseling and counseling materials. Institutions may not discriminate against any person on the basis of sex in the counseling or guidance of students or applicants. /§86.36(a)/

- Recipients may not use different materials for students on the basis of sex or use materials which permit or require differential treatment of students on such basis unless such materials cover the same occupations and interest areas and their use is shown to be essential to eliminate sex bias. Recipients must develop and use internal procedures for ensuring that counseling materials do not so discriminate. /§86.36(b)/

- Where a recipient finds that a particular class or course of study contains a substantially disproportionate number of individuals of one sex, the recipient must take such action as is necessary to assure itself that this disproportion is not the result of sex discrimination by counselors or in counseling materials. /§86.36(c)/

Financial assistance. Recipients may not, on the basis of sex:

- provide different amounts or types of financial assistance, limit eligibility for such assistance, or apply different criteria;
- apply any rule concerning eligibility for such assistance which treats persons of one sex differently from persons of the other with regard to marital or parental status;
- assist, through solicitation, listing, approval or provision of facilities or services, any agency or person which provides assistance to a recipient's students in a manner which discriminates on the basis of sex. /§86.37(a)/

Recipients may administer financial assistance established by domestic or foreign instruments which require that awards be made to members of a specified sex provided that the overall effect of the awarding of such sex-restricted funds does not discriminate on the basis of sex. To ensure such nondiscriminatory effect:

- students must be selected for awards of financial assistance on the basis of nondiscriminatory criteria;
- an appropriate sex-restricted award should be allocated to each student selected;
- no student may be denied the award for which he or she was selected because of the absence of financial assistance designed for a member of that student's sex. (According to the preamble of the regulation,

if there are insufficient sources of financial aid designated for members of a particular sex to provide funds for students of that sex selected, the institution is required to obtain the necessary funds from other sources or to award less assistance from the sex-restricted sources.) /§86.37(b)/

If a recipient awards athletic scholarships, it must provide reasonable opportunities for such awards for members of each sex in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics. Separate athletic scholarships for members of each sex may be provided as part of separate athletic teams for members of each sex to the extent consistent with the portion of the regulation dealing with athletics. /§86.37(c)/

Employment assistance to students. A recipient institution which assists any agency or person in making employment available to its students must assure itself that employment is made available without discrimination; it may render no services or assistance to agencies or individuals which discriminate on the basis of sex in employment practices. /§86.38/

Health and insurance benefits and services. Institutions may not discriminate on the basis of sex in providing medical, hospital, accident or life insurance benefits, services, policies or plans to any students. This does not prohibit a recipient from providing any benefit or service which may be used by a different proportion of students of one sex than of the other, including family planning services. Any recipient which provides full coverage health services must provide gynecological care. /§86.39/

Marital or parental status. A recipient may not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students diferrently on the basis of sex. /§86.40(a)/

No student may be discriminated against or excluded from an education program or activity (including any class or extracurricular activity) on the basis of pregnancy or related conditions unless the student requests voluntarily to participate in a separate portion of the program or activity. /§86.40(b)/

- A recipient may require a pregnant student to obtain a physician's certification of her physical and emotional ability for normal participation in the education program or activity if such certification is required of all students for other physical or emotional conditions requiring the attention of a physician.

- A recipient which operates a portion of its education program separately for pregnant students, admission to which is voluntary, must ensure that this program is comparable to the program offered to non-pregnant students.

- A recipient must treat pregnancy and related conditions in the same manner and under the same policy as any other temporary disability with respect to any medical or hospital benefit, service or policy in which such recipient participates with respect to students. If there is no leave policy maintained for students, pregnancy and related conditions must be treated as justification for a leave of absence, after which a student shall be reinstated to the status she held before the leave began. /§86.40(b)/

Athletics. The general requirement of this section is that:

> "...no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, intercollegiate, club or intramural athletics offered by a recipient, and no recipient shall provide athletics separately on such basis." /§86.41(a)/

Separate teams may, however, be operated for members of each sex where:

- selection for such teams is based upon competitive skill; or
- the activity involved is a contact sport.

Where a recipient operates or sponsors a team in a particular sport for members of one sex but operates no such team for members of the other, and athletic opportunities for members of that sex have previously been limited, members of the excluded sex must be allowed to try out for the team offered unless the sport involved is a contact sport (boxing, wrestling, rugby, ice hockey, football, basketball and other sports the major activity of which involves bodily contact). /§86.41(b)/

Equal opportunity for members of both sexes must be provided in interscholastic, intercollegiate, club or intramural athletics operated or sponsored by a recipient. In assessing the availability of equal opportunity, HEW will consider, among other factors:

- whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes;
- provision of equipment and supplies;
- scheduling of games and practice time;
- travel and per diem allowance;
- opportunity to receive coaching and academic tutoring;
- assignment and compensation of coaches;
- provision of locker rooms, practice and competitive facilities;
- provision of housing and dining facilities and services;
- publicity.

Unequal aggregate expenditures for members of each sex or for male and female teams will not constitute noncompliance, but HEW may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity. /§86.41(c)/

All recipient institutions must comply as expeditiously as possible; elementary schools must be in full compliance with this section within one year from the effective date of the regulation /July 21, 1976/, secondary and post-secondary schools within three years /July 21, 1978/. /§86.41(d)/

Textbooks and curricular materials. Nothing in the regulation requires or prohibits the use of particular textbooks or curricular materials. /§86.42/

EMPLOYMENT

General. All education institutions or activities receiving federal financial assistance must comply with the employment provisions of the regulation. In general, the regulation prohibits:

- exclusion from participation in, denial of the benefits of, or subjection to discrimination on the basis of sex of any person in employment, or recruitment, consideration, or selection thereof, whether full or part-time;
- the limitation, segregation, or classification of applicants or employees in any way which could adversely affect any employment opportunities or status because of sex;
- entrance by a recipient into any contractual or other relationship which directly or indirectly has the effect of subjecting employees or students to sex discrimination, including relationships with employment and referral agencies, with labor unions, and with organizations providing or administering fringe benefits to employers of the recipient;
- the granting of preferences to applicants for employment on the basis of attendance at a single sex educational institution, unless the numbers of each sex eligible for such preference are roughly equivalent. /§86.51(a)/

Specifically, discrimination is prohibited in:

- recruitment, advertising, and the process of application for employment;
- hiring, upgrading, promotion, tenure, demotion, transfer, layoff, termination, application of nepotism policies, right of return from layoff, and rehiring;
- rates of pay or any other form of compensation;
- job assignments, classifications and structure, including position descriptions, lines of progression, and seniority lists;
- the terms of any collective bargaining agreement;
- granting and return from leaves of absence, leave for pregnancy and related conditions, leave for persons of either sex to care for children or dependents;
- fringe benefits;
- selection and financial support for training, including apprenticeship, professional meetings, conferences, and other related activities, selection for tuition assistance, sabbaticals and leaves of absence to pursue training;
- employer-sponsored activities, including social or recreational programs;
- any other term, condition, or privilege of employment /§86.51(b)/

Employment criteria. A recipient may not administer any test or other criterion for employment opportunity which has a disproportionately adverse effect on persons on the basis of sex unless it is shown to validly predict successful performance in the position in question and alternative tests or criteria are not available. /§86.52/

Recruitment. A recipient may not discriminate on the basis of sex in the recruitment and hiring of employees. When a recipient is found to be presently discriminating on the basis of sex (or to have so discriminated in the past), it will recruit members of the sex so discriminated against so as to overcome the effects of past or present discrimination. A recipient may not recruit primarily at entities which furnish as applicants predominantly members of one sex. /§86.53/

Compensation. A recipient may not, on the basis of sex, make distinctions in rates of pay or other compensation which result in the payment of wages to employees of one sex at a rate less than that paid to employees of the other sex for equal work on jobs the performance of which requires equal skill, effort, and responsibility and which are performed under similar working conditions. /§86.54/

Job classification. A recipient may not:

- classify a job as being for males or females;
- maintain separate lines of progression, seniority lists, career ladders, or tenure systems based on sex;
- maintain separate lines of progression, etc., which classify persons on the basis of sex unless sex is a bona-fide occupational qualification for the positions in questions. /§86.55/

Fringe benefits. Under this regulation, fringe benefits mean any medical, hospital, accident, life insurance or retirement benefit, service, policy or plan, any profit-sharing or bonus plan, leave, and any other benefit or service of employment. A recipient may not:

- discriminate on the basis of sex with regard to making fringe benefits available to employees, or make fringe benefits available to spouses, families or dependents of employees differently upon the basis of the employee's sex;
- administer, operate, offer, or participate in a fringe benefit plan which does not provide either for equal periodic benefits or equal recipient contributions to the plan for members of each sex;
- participate in a pension or retirement plan which establishes different optional or compulsory retirement ages based on sex or which otherwise discriminates on such basis. /§86.57(a)(b)/

Marital or parental status: A recipient may not:

- take any employment action concerning the potential marital, parental, or family status of an employee or applicant which treats persons differently on the basis of sex; or
- which is based upon whether an employee or applicant is the head of household or principal wage earner. /§86.57(a)/

Pregnancy. A recipient may not discriminate against or exclude from employment any employee or applicant on the basis of pregnancy or related conditions. Pregnancy and all related conditions must be treated as any other temporary disability for all job related purposes, including commencement, duration and extensions of leave, payment of disability income, accrual of seniority and reinstatement, and under any fringe benefits offered to employees. If a recipient does not maintain a leave policy for its employees, pregnancy and related conditions must be treated as a justification for a leave of absence without pay for a reasonable period of time, at the conclusion of which the employee shall be reinstated to the status which she held when the leave began, or to a comparable position, without decrease in rate of compensation or loss of promotional opportunities. /§86.57(b)(c)(d)/

Pre-employment inquiries. A recipient may not make pre-employment inquiry as to the marital status of an applicant for employment. A pre-employment inquiry as to applicant sex may be made, but only if such inquiry is made equally of applicants of both sexes and if the results of the inquiry are not used to discriminate. /§86.30(b)/

Sex as bona-fide occupational qualification. Recipients may make employment decisions prohibited by the regulation provided they can demonstrate that sex is a bona-fide occupational qualification which is essential for carrying out job responsibilities. Such action cannot be based on alleged characteristics or stereotyped characterizations of one or the other sex, or on preference based on sex of the recipient, employees, students, or other persons. This does not prevent consideration of an employee's sex in relation to employment in a locker room or toilet facility used only by members of one sex. /§86.61/

ENFORCEMENT PROCEDURES

Pending HEW's final issuance of a consolidated procedural regulation applicable to Title IX and other civil rights legislation administered by the Department, the procedures applicable to enforcement of Title VI of the Civil Rights Act of 1964 will be used to implement the regulation under Title IX. Under these existing procedures, complaints alleging violations of Title IX may be filed by letter to the Office for Civil Rights, Department of Health, Education, and Welfare, Washington, D,C. 20201 or to the appropriate Regional Office of the Department of HEW.

JUDICIAL AND ADMINISTRATIVE AMENDMENTS TO AND INTERPRETATIONS OF TITLE IX

The provisions of the Title IX regulation may be modified in three ways:

- they may be amended through legislative action by Congress
- they may be subject to change as a result of judicial decisions interpreting Title IX and its application
- they may be interpreted or modified by administrative rulings issued by the Office for Civil Rights, Department of Health, Education and Welfare

The Education Amendments of 1976 amended Title IX to exempt from coverage the following:

1) any program or activity relating to Boys State, Boys Nation Girls State, or Girls Nation
2) father-son or mother-daughter activities sponsored by by education institutions, provided that opportunities for such activities are reasonably comparable for students of both sexes
3) financial assistance awarded by an institution of higher education to an individual because of personal appearance, poise, or talent where eligibility is limited to individuals of one sex only.

The coverage of employment practices by Title IX has been at issue in the recent court case of Romeo Community Schools v. U.S. Department of Health, Education, and Welfare. In this case, the Romeo, Michigan, Community Schools sought to stop HEW from enforcing Title IX regulation provisions regarding employee pregnancy and maternity leave. Although the opinion issued by U.S. District Judge Feikens in April 1977 concluded that Title IX was not intended to reach any of the employment practices of recipients, the judgment entered in May to implement the opinion declared invalid only that section of the Title IX regulation dealing with the marital and parental status (including pregnancy) of employee. Furthermore, the Office for Civil Rights has announced its decision to continue enforcement of Title IX regulatory requirements related to employment (including those related to pregnancy) as usual outside the jurisdiction of the U.S. District Court for the Eastern District of Michigan and to appeal the decision by Judge Feikens.

At the writing of this material (January 1978), the Office for Civil Rights is reviewing its rulings so far issued pursuant to Title IX along with requests for interpretation of various regulatory provisions which have been received by the Office since the issuance of the regulation. OCR has stated its intent to issue standardized rulings and interpretations on a variety of questions sometime in the future.

SEX DISCRIMINATION IN VOCATIONAL EDUCATION: WHAT DOES THE LAW SAY?

Worksheet 6

Directions: Listed below are twelve items which relate to sex discrimination/sex equity in vocational education policies, programs, and practices. Please read each item and make a determination as to how the requirements of the Title IX regulation apply to each. Mark the items in the following way in the blanks provided:

P--if you believe it is prohibited by Title IX

R--if you believe it is required by Title IX

NA--if you believe that Title IX is not directly applicable to the item

1. Requiring females to demonstrate basic mechanical proficiency before admitting them to an auto mechanics class; not requiring such a demonstration by males ______

2. Maintaining single sex vocational clubs; for example, denying females entrance into Future Farmers of America ______

3. Developing programs to recruit both females and males into vocational education programs not traditional for either sex ______

4. Developing curriculum materials on the changing roles of women and men and women's entry into the work force for use in home economics courses ______

5. Assigning students to work experience programs according to an employer's preference for either male or female students ______

6. Requiring females in trades and industry programs to produce a guarantee of future employment before admission; making no such requirement of males ______

7. Developing publicity programs related to the elimination of sex bias in vocational education ______

8. Reviewing all vocational education course enrollments to identify courses in which enrollments are 80 percent male or 80 percent female; ensuring that these enrollments are not the result of sex discrimination in counseling ______

9. Providing special programs for homemakers who, as a result of divorce or separation, must seek employment ____

10. Revising recruitment materials for vocational education programs to ensure that they do not imply, either in texts or photographs, that certain programs or occupations are more appropriate for one sex than for the other ____

11. Refusing to hire a qualified male to teach child development because most students in the program are females and he "might cause problems" ____

12. Refusing to admit females to a technical program because there is only one restroom in the building where the program is housed and this restroom is used by males ____

THE EDUCATION AMENDMENTS OF 1976: A SUMMARY OF THE PROVISIONS RELATED TO SEX EQUITY IN VOCATIONAL EDUCATION

Worksheet 7

The purpose of this information sheet is to provide a summary of the provisions of the Education Amendments of 1976 related to sex equity in vocational education.

It is organized in the following sections:

- background information on the Education Amendments of 1976
- a summary of the provisions of the Education Amendments of 1976 which relate to overcoming sex bias and sex stereotyping and achieving sex equity in vocational education programs
- a comparison of the sex equity provisions of the Education Amendments of 1976 with the nondiscrimination provisions of the regulation to implement Title IX of the Education Amendments of 1972

BACKGROUND INFORMATION: THE EDUCATION AMENDMENTS OF 1976

The Education Amendments of 1976 (Public Law 94-482) were signed into law on October 12, 1976, and became effective as of October 1977. Among the statutes modified by these Amendments is the Vocational Education Act of 1963, which authorizes Federal assistance to States for support of vocational education programs. Proposed regulations regarding the implementation of the Education Amendments were published in April of 1977; and after a period of comment and review, the final regulations were issued, becoming effective October 3, 1977. The material for this summary was derived from the legislation and from the regulations.

The 1963 Vocational Education Act established a system of "matching" grants to the States for the support of vocational education programs. Federal funds were allocated to States on the basis of certain characteristics of their populations, with the requirement that these funds be matched by the States and expended to support certain categories of programs. The 1976 Amendments make two major changes in the 1963 legislation:

First, they consolidate all the categorical grants established by the 1963 legislation (with the exceptions of those for consumer and homemaking programs and for special programs for the disadvantaged) into a single block grant to States. Eighty percent of this block grant is considered a "basic grant;" the remaining twenty percent is for "program improvement and supportive services." Within each of these two subcategories a number of specific alternatives for which States may expend these funds are delineated.

Second, the Amendments require the modification of the planning process which States must implement related to their use of Federal funds. One major modification requires the involvement of a wider variety of groups in the planning process.

One of the major priorities of that portion of the Amendments which pertains to vocational education is the overcoming of sex discrimination and sex stereotyping in vocational education. Provisions related to the overcoming of discrimination and bias are incorporated within each of the three major sections dealing with vocational education programs; they are included in the:

- requirements for the administration of State and local vocational education programs
- provisions governing State use of Federal vocational education funds
- requirements for national vocational education programs

With the exception of the provisions related to the composition of the local advisory council, the provisons of the 1976 Education Amendments apply directly only to Federal and State programs. However, they do establish priorities and programs which affect the design and implementation of local vocational education programs.

THE EDUCATION AMENDMENTS OF 1976: A SUMMARY OF THE PROVISIONS RELATED TO SEX EQUITY IN VOCATIONAL EDUCATION

Provisions of the 1976 Amendments which related to sex equity in vocational education are organized within three major categories:

- requirements for administration of State and local vocational education programs
- provisions governing State use of vocational education funds
- requirements for national vocational education programs

Relevant provisions in each of these categories will be summarized in this section.

Requirements for Administration of State and Local Vocational Education Programs

There are five major administrative requirements for State and one for local vocational education programs which are related to the overcoming of sex discrimination and sex stereotyping in vocational education. They include:

1. Designating full time personnel to eliminate sex bias and discrimination in vocational education programs

   All States which receive Federal vocational education monies must designate personnel to work full time with the State board of vocational education in:

   - "furnishing equal educational opportunities in vocational education programs to persons of both sexes; and
   - eliminating sex discrimination and sex stereotyping from all vocational education programs." (§ 104.72)

The functions of the person or persons designated include:

- taking action to create awareness of programs and activities designed to reduce sex bias and sex stereotyping in vocational education
- gathering, analyzing, and disseminating data on the status of men and women students and employees in vocational education programs of the State
- developing and supporting actions to correct problems identified in the process of these data-gathering, reviewing, and monitoring activities, including awareness of the Title IX complaint process
- reviewing the distribution of vocational education grants made by the State to ensure that the needs of women are addressed in all projects funded
- reviewing all vocational education programs in the State for sex bias
- monitoring the implementation of laws prohibiting sex discrimination in employment within State vocational education programs
- assisting local education agencies and other interested groups in the State in improving vocational education opportunities for women
- making available to the general public and to specified State and Federal agencies the information related to the existence of and procedures and plans for overcoming sex bias in vocational education
- reviewing the self-evaluations required by Title IX
- reviewing the State's five-year and annual program plans and submitting recommendations related to the overcoming of sex bias and discrimination in vocational education (§ 104.75)

All States are required to expend at least $50,000 from their basic grant funds to support the personnel working to carry out these functions. (§ 104.74)

2. Representing women's concerns on the State and local advisory councils for vocational education

All States are required to include on their advisory councils for vocational education representatives who are "women with backgrounds and experiences in employment and training programs, and who are knowledgeable with respect to the special experiences and problems of sex discrimination in job training, and employment, and of sex stereotyping in vocational education, including women who are members of minority groups having special knowledge of the problems of discrimination in job training and employment against women in minority groups." (§ 104.92)

It is the function of the State advisory council on vocational education to:

- advise the State board with responsibility for the administration of vocational education programs regarding policy matters in the approved five-year State plan
- assist the State board in the development of plans for State board evaluations
- evaluate vocational education programs, services, and activities according to annual program plans, to publish these evaluations, and to submit evaluation reports through the State board to the Federal government
- identify the vocational education, employment, and training needs of the State and to assess the extent to which vocational education and related programs represent a consistent and coordinated approach to meeting these needs
- provide technical assistance for the establishment and operation of local vocational education advisory councils (§ 104.93)

In addition, local agencies and institutions shall have an advisory council which has an "appropriate representation of both sexes and an appropriate representation of the racial and ethnic minorities found in the program area, schools, community, or region which the local advisory council serves." (§ 104.111)

The functions of the local advisory council include the following:

- to advise the agency or institution on current job needs and the relevance of programs being offered in meeting those job needs
- to consult with the agency or institution in developing its application to the State board (§ 104.112)

3. Including policies to eradicate sex discrimination in State five-year plans for vocational education

Each State must include in its five-year plan for vocational education a detailed description of the policies it will follow to ensure equal access to vocational education programs by both women and men. Each description must include a statement of actions which will be taken to overcome sex discrimination and sex stereotyping in all State and local vocational education programs and of incentives adopted by the State for local education agencies and institutions of vocational education to encourage enrollment by students in courses which are not traditional for their sex and to develop model programs to reduce sex stereotyping in training for and placement in all occupations.

The state plan must also set forth a program to meet the needs of homemakers who must seek employment after separation or divorce, single heads of households who lack adequate job skills, and persons who wish to seek employment in areas which are nontraditional for their sex (§ 104.187)

4. Reviewing annual program plans for compliance with State policies regarding eradication of sex discrimination

Every State must, in its annual program plan, provide information regarding the compliance of this plan with the provisions of the five-year plan related to the provision of equal access to vocational education programs by men and women. (§104.222)

In addition, each State must provide assurances that the person designated responsible for ensuring equal access by men and women to vocational education in the State has been provided an opportunity to review the plan before it is submitted to the Federal government for approval. (§ 104.262)

5. Evaluating vocational education programs for service to women

Each State board of vocational education is required, during the five-year period of the State plan, to evaluate each vocational education program or project supported by Federal, State, and local funds. Among the items to be evaluated are those services provided to women as one of several special populations. (§ 104.402)

Provisions Governing the State Use of Vocational Education Funds

The provisions of the Education Amendments covering State use of Federal funds for local vocational education programs distinguish between these areas in which States are required to expend funds and those areas where States may elect to expend funds.

From their basic grants for vocational education programs, States must expend funds for the following category of services:

- Vocational education programs for displaced homemakers

  States must use funds under their basic grants, in accordance with approved five-year and annual program plans, to provide vocational education services for:

  - persons who have been homemakers but who are seeking employment as a result of separation or divorce
  - single heads of households who lack adequate job skills
  - persons (female and male) who are in jobs which have been traditionally considered appropriate for their sex and who wish to seek jobs in areas which have not been traditionally considered appropriate for persons of their sex (§ 104.621)

These programs must include three components:

- organized educational programs to prepare persons in these special groups for employment
- special courses preparing these persons in ways to seek employment
- placement services for graduates of these special programs (§104.622)

States may use basic grant funds for the following services:

- Support services for women

States may use funds under their basic grants to provide support services for women entering vocational education programs designed to prepare persons for jobs which have been traditionally limited to men. (§104.601) Among the services which might be provided (when included in an approved five-year or annual program plan) are:

- Counseling--counseling women entering or enrolled in nontraditional programs on the nature of the programs and the difficulties which may be encountered by women; furnishing supportive services to assist students in adjusting to the new employment requirements
- Job development--providing materials and information to women regarding the opportunities available in nontraditional fields; providing women students opportunities to visit workplaces to observe work and work settings in jobs in nontraditional fields; bringing women into the schools to provide women students with information regarding the nature of work in these fields
- Job follow-up support--assisting women students in finding employment relevant to their training and interests; assisting students in the work force to deal with barriers experienced by women working in nontraditional areas (§104.602)
- Increasing the number of women instructors in nontraditional fields--increasing the number of women instructors working in programs which have traditionally enrolled predominantly males, in order to provide supportive examples to women who are preparing for jobs related to these nontraditional programs (§104.603)

- Day care services for children of students

States may also use funds under their basic grants (when this use is specified in approved five-year and annual program plans) to provide day care services for students, including both females and males and single parents, in secondary and postsecondary vocational and education programs (§104.61 and §104.612)

With the program improvement and supportive services funds of their block grant, States may support the following services:

- Programs to overcome sex stereotyping

  States may use Federal funds allocated for program improvement activities to support programs which are directed toward overcoming sex stereotyping in vocational education. Programs related to sex stereotyping may be funded in any of the three basic categories of program improvement services:

  - Research--funds may be used for developing new curriculum materials or reviewing and revising curricula to eliminate stereotypes based on sex, race, or national origin (§ 104.705)

  - Exemplary and innovative programs--States must give priority in the awarding of funds for exemplary and innovative projects to those which are designed to reduce sex stereotyping in vocational education (§ 104.706)

  - Curriculum development--funds may be used for the development and dissemination of curriculum, guidance, and testing materials designed to overcome sex bias in vocational educational programs; and for support services to assist teachers in meeting the needs of students enrolled in vocational education programs which have been traditionally limited to members of the opposite sex (§ 104.708)

- Vocational guidance and counseling

  Funds made available to States for program improvement and support services may be used to support several vocational guidance activities which can provide supportive services to women or contribute to the eradication of sex stereotyping in vocational education. Among those programs which may be funded are:

  - training programs which are designed to provide counseling and guidance personnel with information regarding

    --the changing work patterns of women

    --ways of overcoming occupational sex stereotyping

    --ways of assisting girls and women in selecting careers solely on the basis of their occupational needs and interests

  - vocational resource centers designed to meet the vocational guidance and counseling needs of special populations, including persons entering or reentering the job market late in life (a significant proportion of these persons are likely to be women) (§ 104.763)

- Vocational education personnel training

  Funds made available to the States for program improvement and supportive services may be used for inservice training to assist vocational education teachers and other staff to overcome sex bias in vocational education programs. (§ 104.774)

- Grants to overcome sex bias

  States may use funds allocated for program improvement and supportive services to award grants to projects designed to overcome sex bias in vocational education. Awards are to be made in accordance with approved five-year and annual program plans; they made be made to support such projects as: (§ 104.791, § 104.792)

  - research on ways to overcome sex bias and sex stereotyping in vocational education
  - development of curriculum materials free of sex stereotyping
  - development of criteria for the review of curriculum materials for sex stereotyping
  - examination of existing curriculum materials for sex stereotyping
  - training to assist counselors, administrators, and teachers in ways of overcoming sex bias and assisting girls and women in selecting careers

States must use funds allotted to them in separate authorization for the following:

- Consumer and homemaking education

  States must use funds allocated for programs of consumer and homemaking education to support programs which:

  - encourage both female and males to prepare for combining the roles of homemakers and wage earners
  - encourage the elimination of sex stereotyping by promoting the development of curriculum materials which deal with
    - --increased numbers of women working outside the home
    - --increased numbers of men assuming homemaking responsibilities
    - --changing career patterns of men and women
    - --Federal and State laws relating to equal education and employment opportunities
  - prepare females and males who have entered or are preparing to enter into the work of the home (§ 104.904)

Requirements for National Vocational Education Programs

The last set of provisions of the Amendments relating to overcome sex bias in vocational education pertain to national vocational education programs.

These provisions specify that:

- a national study of sex bias in vocational education will be conducted by the Commissioner of Education and submitted to Congress by October 1978 (P.L. 94-482, sec. 523(a))

- a system for reporting information, including race and sex, of vocational education students must be in operation by October 1978. All States will be responsible for submitting relevant data for this system on a yearly basis (§ 114.116)

- the National Advisory Council on Vocational Education must include in its membership minority and non-minority females and males with knowledge of women's issues and concerns (Vocational Educational Technical Amendments, sec. 162(a))

- five percent of the funds appropriated for Federal vocational education programs are reserved for use by the Commissioner of Education for programs of national significance, some of which can be programs to overcome sex bias in vocational education (§ 105.104)

COMPARISON OF THE 1976 EDUCATION AMENDMENTS AND TITLE IX

The provisions of the Education Amendments of 1976 which pertain to sex discrimination and sex bias are similar to the requirements of Title IX (Education Amendments of 1972) in basic intent: both are directed at ensuring that equal opportunities are provided to females and males in vocational education programs. There are, however, several significant differences between Title IX and the Amendments:

- Title IX addresses the issue of sex discrimination in education programs; it generally requires that persons may not be excluded from, denied participation in, or be treated differently in education programs. The Education Amendments not only address sex discrimination, which is defined as "any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex," but also sex bias, or "behavior resulting from the assumption that one sex is superior to the other," and sex stereotyping, or "attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex."

- The Title IX regulation applies directly to local education agencies and institutions; with the exception of the local advisory council provision, the Education Amendments of 1976 apply directly only to State and Federal vocational education programs. They affect local vocational education programs and institutions indirectly through their specification of priorities and procedures for State use of Federal vocational education monies, which in turn affect State funding of various local vocational education programs and institutions.

- Title IX specifies a variety of forms of discrimination in education policies, programs, or practices which are prohibited. Those which apply to vocational education include prohibitions of discrimination on the basis of sex in admissions, access to courses, facilities, treatment of students, course completion and graduation requirements, student employment, marital or parental status, and employment of education personnel. The Education Amendments of 1976 complement the specific prohibitions of sex discrimination which are established by the Title IX regulation with a mandate for the development of programs to overcome sex bias, stereotyping, and discrimination in vocational education and an authorization to States to use Federal monies for this purpose.

THE EDUCATION AMENDMENTS OF 1976:
IMPLICATIONS OF THE SEX EQUITY PROVISIONS FOR LOCAL VOCATIONAL EDUCATION PROGRAMS

Worksheet 8

The three major categories of provisions of the Education Amendments of 1976 related to sex equity in vocational education are listed below. Under each one, please list the possible implications of the provisions of that category for local vocational education programs.

Requirements for the Administration of State and Local Vocational Education Programs

Provisions Governing State Use of Federal Vocational Education Funds

Requirements for National Vocational Education Programs

ASSESSING SEX EQUITY IN VOCATIONAL EDUCATION: FOR ADMINISTRATORS

Worksheet 9

Listed below are a number of five-point scales which relate to administrators' responsibilities for ensuring nondiscrimination and sex equity in student access to courses. The far left point of the scale (1) indicates that little or no action has been taken to ensure nondiscrimination in the areas considered on the scales. The mid-point of the scales (3) identifies action steps which should be taken to ensure implementation of the Title IX requirement for nondiscrimination in student access to courses. The far right point of the scale (5) indicates some of the measures which could be taken to overcome sex discrimination, sex bias, and sex stereotyping and to implement programs consistent with the mandates of the Education Amendments of 1976.

As a guide, think of the left side as possible noncompliance with Title IX, the midpoint as effective implementation of Title IX, and the right side as active efforts to eliminate the effects of sex discrimination and stereotyping in providing access to courses. Read each scale, then determine the point which you think best describes the efforts undertaken in your agency/program and circle the appropriate number. Remember that similar assessments regarding employment, student policies, and other areas covered by the Title IX regulation should be completed.

HAVE YOU DONE THE FOLLOWING?

1.

1	2	3	4	5
No action taken in this area		Issued a policy directive on the implications of Title IX and requirements for nondiscrimination for vocational education to all appropriate staff?		Issued a policy directive on the implications of the Education Amendments and the need to overcome bias and stereotyping to all appropriate staff and encouraged them to submit ideas for program development?

2.

1	2	3	4	5
No action taken in this area		Reviewed policies governing access to vocational education courses and made modifications as necessary to ensure that they do not discriminate on the basis of sex?		Developed specific policies and programmatic guidelines for implementation of these policies to ensure sex equity in access to vocational education courses?

	1	2	3	4	5
3.	No action taken in this area		Asked staff to submit information on instances of sex discrimination in vocational education policies, practices, and materials?		Asked staff, students and parents to submit information on instances of sex discrimination, sex bias, and sex stereotyping in vocational education policies, practices, and materials and suggestions for their elimination?
4.	No action taken in this area		Mandated compliance with Title IX provisions related to vocational education courses/programs through administrative directive?		Held mandatory inservice training for all vocational education staff on procedures for providing sex equity in vocational education?
5.	No action taken in this area		Reviewed all descriptive materials related to student access to courses and modified them as necessary to ensure that they do not imply, either in text or in pictures, differential treatment of students on the basis of sex?		Developed and implemented special recruiting procedures and materials designed to attract and interest students in enrolling in vocational training nontraditional to their sex?
6.	No action taken in this area		Examined procedures, criteria and testing instruments used in admitting or assigning students to vocational training and modified them as necessary to ensure that they do not discriminate on the basis of sex?		Notified parents and students of the procedures, criteria and testing instruments used and the ways that they ensure equal access to courses on the basis of sex? Made available special educational services to students to assist them in meeting these criteria?

7.

1	2	3	4	5
No action taken in this area		Identified all vocational education courses/programs with enrollments of 80 percent or more one sex and made sure that any such disproportionate enrollments are not caused by sex discrimination in counseling services?		Identified all courses/programs with enrollments of 65 percent or more one sex and developed and implemented action plans for reducing those discrepancies in the numbers of males and females enrolled?

8.

1	2	3	4	5
No action taken in this area		Reviewed all vocational education courses and curriculum outlines and modified them as necessary to ensure nondiscrimination on the basis of sex?		Made curricular and programmatic changes, including provision of support services, which will ensure females and males entering and completing courses/programs nontraditional to their sex?

If your total equity score falls below 3, you may need to undertake the kinds of procedures suggested in the middle column to ensure that your program is in compliance with Title IX. If your score is above 3, it indicates that you have made efforts to overcome sex bias and stereotyping; continuing efforts might be funded by your State vocational education agency under funds authorized by the Education Amendments of 1976.

Total equity score:______
(Compute total for all scales and divide by 8.)

ASSESSING SEX EQUITY IN VOCATIONAL EDUCATION: FOR INSTRUCTORS

Worksheet 10

Listed below are a number of five-point scales which relate to instructors' responsibilities for ensuring nondiscrimination and sex equity in student access to courses. The far left point of the scales (1) indicates that little or no action has been taken in the areas considered on the scales. The midpoint (3) identifies action steps which should be taken to ensure implementation of the Title IX requirement for nondiscrimination in student access to courses. The far right point of the scales (5) indicates some of the measures which could be taken to overcome sex discrimination, sex bias, and sex stereotyping and to implement programs consistent with the mandates of the Education Amendments of 1976.

As a guide, think of the left side as possible noncompliance with Title IX, the midpoint as effective implementation of Title IX, and the right side as active efforts to eliminate the effects of sex discrimination and sex stereotyping in providing access to courses. Read each scale, then determine the point which you think best describes the efforts undertaken in your agency/classroom and circle the appropriate number. Remember that similar assessments regarding employment, student policies, and other areas covered by the Title IX regulation should be completed.

HAVE YOU DONE THE FOLLOWING?

	1	2	3	4	5
1.	No action taken in this area		Familiarized yourself with the regulatory requirements of Title IX and their implications for your program area?		Familiarized yourself with the requirements of the Education Amendments of 1976 and/or considered actions which might be taken in your courses/programs to overcome sex bias and stereotyping?
2.	No action taken in this area		Made sure that all vocational and related courses and programs for which you have responsibility are open to both males and females according to the same criteria?		Made curricular and programmatic changes, including provision of support services, which will assure males and females entering and remaining in courses/programs nontraditional to their sex?

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3.

1	2	3	4	5
No action taken in this area		Reviewed all course descriptions and curriculum guides to ensure that females and males are treated equally in all courses/programs for which you're responsible?		Examined all course descriptions and curriculum guides to ensure that females and males needing supplemental education in your area because of past sex bias or discrimination receive such help?

4.

1	2	3	4	5
No action taken in this area		Reviewed all course enrollments by sex to identify those courses with 80 percent or more of one sex?		Examined all course enrollments by sex to identify those courses with 65 percent or more of one sex?

5.

1	2	3	4	5
No action taken in this area		Taken steps to assure yourself that sex discrimination is not a causative factor if you've found courses with disproportionate enrollments?		Developed and implemented an action plan for reducing the discrepancy in number of females and males enrolled if you've found courses with disproportionate enrollments?

6.

1	2	3	4	5
No action taken in this area		Submitted information to your supervisor regarding any instances of discrimination you've identified in policies, practices and materials related to student access to courses/programs?		Developed and implemented a personal monitoring system for determining the effectiveness of action plans to eliminate sex bias, stereotyping, and discrimination and to identify instances of new discrimination that might arise?

If your total equity score falls below 3, you may need to undertake the kinds of procedures suggested in the middle column to ensure that your program is in compliance with Title IX. If your total is above 3, it indicates that you have made efforts to overcome sex bias and stereotyping; continuing efforts might be funded by your State vocational education agency under the funds authorized by the Education Amendments of 1976.

Total equity score:_____
(Compute total for all scales and divide by 6.)

ASSESSING SEX EQUITY IN VOCATIONAL EDUCATION: FOR COUNSELORS

Worksheet 11

Listed below are a number of five-point scales which relate to counselors' responsibilities for ensuring nondiscrimination and sex equity in student access to courses. The far left point of the scales (1) indicates that little or no action has been taken to ensure nondiscrimination in the areas considered on the scales. The mid-point of the scales (3) identifies action steps which should be taken to ensure implementation of the Title IX requirement for nondiscrimination in student access to courses. The far right point of the scale (5) indicates some of the measures which could be taken to overcome sex discrimination, sex bias, and sex stereotyping and to implement programs consistent with the mandates of the Education Amendments of 1976.

As a guide, think of the left side as possible noncompliance with Title IX, the midpoint as effective implementation of Title IX, and the right side as active efforts to eliminate the effects of sex discrimination and sex stereotyping in providing access to courses. Read each scale, then determine the point which you think best describes the efforts undertaken in your agency/program and circle the appropriate number. Remember that similar assessments regarding employment, student policies, and other areas covered by the Title IX regulation should be completed.

HAVE YOU DONE THE FOLLOWING?

1.

1	2	3	4	5
No action taken in this area		Familiarized yourself with the implications of Title IX regulatory requirements regarding nondiscrimination in student access to courses as they pertain to counseling services?		Familiarized yourself with the Education Amendments of 1976 regarding the elimination of sex discrimination, sex bias, and sex stereotyping in student access to vocational education; identified their implications for counseling services; and made suggestions for your programs?

2.

1	2	3	4	5
No action taken in this area		Reviewed your counseling policies, practices, and materials to assess their compliance with Title IX and made modifications as necessary?		Adopted counseling policies, practices, and materials that are not only sex fair but sex affirmative (designed to overcome the effects of past discrimination and bias)?

3.

1	2	3	4	5
No action taken in this area		Notified students that all vocational education courses/programs are open equally to females and males?		Implemented special programs so that students electing to enroll in vocational training are making informed choices based on an understanding that not only are all courses open to both females and males but that nontraditional courses may be viable options appropriate to their individual needs and interests?

4.

1	2	3	4	5
No action taken in this area		Examined all tests, testing procedures, and criteria used in assigning students to vocational courses/programs to ensure that they do not permit or require differential treatment of students on the basis of sex?		Implemented efforts to identify tests which do not differentiate on the basis of sex and provided/participated in training regarding the nonbiased use of sex differentiated tests?

5.

1	2	3	4	5
No action taken in this area		Have you demonstrated that any testing materials which have a disproportionately adverse effect upon students of one sex validly predict success and that other materials which do not have such effect are unavailable?		Eliminated all tests which have a disproportionately adverse effect upon students of one sex, regardless of whether they predict success for assignment purposes, and developed alternative materials or procedures which are sex fair?

6.

1	2	3	4	5
No action taken in this area		Reviewed all course enrollments by sex to identify those courses with 80 percent or more of one sex?		Examined all course enrollments by sex to identify those courses with 65 percent or more of one sex?

	1	2	3	4	5
7.	No action taken in this area		Taken steps to assure yourself that sex discrimination in counseling is not a causative factor if you've found courses with disproportionate enrollments?		Developed and implemented an action plan for reducing the discrepancy in the number of females and males in courses in which you've found disproportionate enrollments?
8.	No action taken in this area		Given your supervisor information regarding any instances of discrimination you have identified in counseling policies, practices, or materials relating to student access to vocational education?		Developed and implemented a monitoring system for determining the effectiveness of action plans to eliminate existing sex bias, stereotyping, and discrimination in counseling services to identify instances of new discrimination that might arise?

If your total equity score falls below 3, you may need to undertake the kinds of procedures suggested in the middle column to ensure that your program is in compliance with Title IX. If your total is above 3, it indicates that you have made efforts to overcome sex bias and stereotyping; continuing efforts might be funded by your State vocational education agency under funds authorized by the Education Amendments of 1976.

Total equity score:______
(Compute total for all scales and divide by 8.)

INFLUENCES ON THE EDUCATONAL AND VOCATIONAL CHOICES OF FEMALES AND MALES: WHAT HAPPENS TO BENNY?

Worksheet 12

TODAY

Benny Churzio, a sophomore at Central High School, wants to enroll next fall in the two-year auto mechanics program. His only industrial preparation is a junior high practical arts course consisting of nine weeks of art, home economics, and industrial arts in which he did very well. His scores on the GATB are well within acceptable ranges, and the results of an interest survey show that he has a high interest in mechanical work.

Other known information about Benny includes the following:

- His high school grades are erratic
- On occasion he has been in violation of school rules for wearing tank tops and smoking inside the building
- His attendance is irregular
- He's the oldest of five children in a single parent family

THE FUTURE

Do you think that Benny will complete the auto mechanics program?

What influences will encourage him to complete the program?

What influences will discourage him from completing the program?

Do you think that Benny will be successfully employed as an auto mechanic?

What influences make it likely that he will be successfully employed?

What influences make it unlikely that he will be successfully employed?

INFLUENCES ON THE EDUCATIONAL AND VOCATIONAL CHOICES OF FEMALES AND MALES: WHAT HAPPENS TO BENITA?

Worksheet 13

TODAY

Benita Churzio, a sophomore at Central High School, wants to enroll next fall in the two-year auto mechanics program. Her only industrial preparation was a junior high practical arts course consisting of nine weeks of art, home economics, and industrial arts, in which she did very well. Her scores on the GATB are well within acceptable ranges, and the results of an interest survey show that she has a high interest in mechanical work.

Other known information about Benita includes the following:

- Her high school grades are erratic
- On occasion she has been in violation of school rules for wearing tank tops and smoking inside the building
- Her attendance is irregular
- She's the oldest of five children in a single parent family

THE FUTURE

Do you think that Benita will complete the auto mechanics program?

What influences will encourage her to complete the program?

What influences will discourage her from completing the program?

Do you think that Benita will be successfully employed as an auto mechanic?

What influences make it likely that she will be successfully employed?

That influences make it unlikely that she will be successfully employed?

MANIFESTATIONS OF SEX BIAS AND SEX DISCRIMINATION IN VOCATIONAL EDUCATION

Worksheet 14

ADMINISTRATORS	COUNSELORS	INSTRUCTORS
ADMINISTRATIVE POLICIES AND PRACTICES	COUNSELING PROCEDURES AND PRACTICES	INSTRUCTIONAL PRACTICES
PRINT AND NONPRINT MATERIALS USED FOR COMMUNICATION WITH COMMUNITY, STAFF, OR STUDENTS	COUNSELING MATERIALS AND TESTS	TEXTS AND INSTRUCTIONAL MATERIALS
INTERACTION WITH STAFF AND STUDENTS--VERBAL AND NON-VERBAL	INTERACTION WITH STUDENTS--VERBAL AND NON-VERBAL	INTERACTION WITH STUDENTS--VERBAL AND NON-VERBAL

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ADMINISTRATORS	COUNSELORS	INSTRUCTORS
BEHAVIORAL EXPECTATIONS SET FOR STAFF AND STUDENTS	BEHAVIORAL EXPECTATIONS SET FOR STUDENTS	BEHAVIORAL EXPECTATIONS SET FOR STUDENTS
EVALUATION OF STAFF	EVALUATION OF STUDENTS	EVALUATION OF STUDENTS

- List examples which demonstrate sex bias or sex discrimination which might be classified under each category.

RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS: FOR ADMINISTRATORS

Worksheet 15

Directions: Listed below are a number of situations which are familiar to vocational education administrators. Under each situation three or four responses are provided. Please read each situation and response and determine how the response would be described according to the following categories.

D - Discriminatory behavior - violates Title IX or other Federal nondiscrimination laws

B - Sex-biased behavior - reflects bias or stereotyping but it is not a violation of Title IX or other Federal nondiscrimination laws

F - Sex-fair behavior - treats both sexes in equal or similar ways

A - Sex-affirmative behavior - attempts to compensate for the effects of past discrimination

Indicate your description of each of the responses and label them by placing the appropriate letters in the blanks.

1. Situation: You are interviewing a female candidate for a position as head of the home economics department. In the course of the interview you ask the following questions:

Responses: ____A. "Do you intend to have any more children?"

____B. "What does your husband do for a living?"

____C. "What happens if one of your children gets sick? Will you take illness-in-the-family leave?"

____D. "Are you in a position to stay after school for administrative planning sessions, or do you have to get home to fix dinner for your family?"

2. Situation: As a male administrator you demonstrate the following patterns of non-verbal behavior:

Responses: ____A. In mixed groups, such as staff meetings, you maintain eye contact primarily with other male staff members; you look directly at women only when responding to or addressing them.

____B. In the halls, staff lounge, and other informal settings you stand or sit near female and male staff members with appropriately the same frequency and feel comfortable doing so.

____C. You use touch to indicate support, gently grasping a hand or arm of both females and males, being sensitive to those who may dislike being touched.

3. Situation: You receive information related to an administrative intern training program. You:

Responses: ____A. Distribute the information only to male teachers.

____B. Distribute it to all teachers.

____C. Conduct a special recruitment effort to attract more female teachers into the intern program.

4. Situation: Your school utilizes the following forms:

Responses: ____A. An application for employment which asks for the applicant's marital status, spouse's name, and number of children.

____B. A report card form which begins "Dear Mr. and Mrs."

____C. A report card which begins "To the family of ____________."
student's name

____D. A data form completed by employees after they are hired which asks for marital status for insurance purposes.

5. Situation: Your school has developed the following administrative procedures for students entering vocational programs nontraditional to their sex:

Responses: ____A. Females must secure from an employer a statement guaranteeing that they will be hired pending successful completion of the training program; males are accepted without such a statement.

____B. Students of either sex who want to enroll in a program with prerequisites which they have not had may take a proficiency test to demonstrate relevant basic skills. Based on the results of that test, they may or may not be admitted.

____C. Students of either sex who want to enroll in nontraditional programs and who, as a result of past discrimination, have neither had the prerequisites nor acquired the basic skills may receive supplemental instruction. This intensified instruction can qualify them to enter the program within a short period of time.

6. Situation: Your school is adding a semester course which, although it does not exclude females, is specifically designed to attract more males into consumer and homemaking programs. This course will cover nutrition, food preparation, wardrobe planning, clothing care, consumer education, and apartment living from an individual rather than a family point of view. Your curriculum committee has made the following suggestions for a course title:

Responses: ____A. Survival for Singles

____B. Bachelor Living

____C. Living Alone and Liking It

____D. Basic Home Economics for Boys

7. Situation: One of your trades and industry teachers has made it clear that he doesn't approve of having young women in welding and anyone who enrolls in his program probably won't last for very long. Six weeks into the school year a young woman welding student comes to you indicating that she's being harassed both by the teacher and students. You say to her:

Responses: ____A. "It sounds as if you're having a rough time in that class. Let's see about getting you transferred to Mr. Jeffrey's class. That might be a little more inconvenient for your schedule, but it will solve the problem."

____B. "I'm disappointed to hear that you're having such a difficult time. That shouldn't be the case. Give me a day to check this out, and to talk with Mr. Clements and some of the students. See me tomorrow morning and we'll discuss some options. The one thing I want to stress is that you are entitled to be in any vocational program of your choice without harrassment, and it's my responsibility to see that your rights are protected."

____C. "It's all part of the game. Since you're the first female, you're going to have to put up with some kidding. Don't take it too seriously."

8. Situation: Your work experience coordinator informs you that one of your most supportive and cooperative employers (a construction company) has refused to take a female trainee in carpentry. You:

Responses: ____A. Check the facts, find out that they are correct, and decide to try to make a deal with the manager of the construction company. The two of you agree that you won't send him any female carpenters or craft trainees in exchange for his starting to take business/office occupations students whom he hasn't used before.

____B. Tell your placement coordinator to keep the situation quiet. You'll continue to send the company male trainees but find someplace else for female trainees.

____C. Confirm the facts and tell the manager that you can no longer send him male trainees if he refuses to accept female trainees.

9. Situation: You are thinking about the use of rough or obscene language and various terms of address for males and females. You:

Responses: ____A. Avoid using rough or obscene language in front of females but use it freely with males.

____B. Try to avoid using rough or obscene language around females and apologize when you slip.

____C. Refer to males on the staff as "men" and the women as "gals."

____D. Have signs on the restroom doors that say "Men" and "Ladies"

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10. Situation: There's only one restroom facility in your agricultural building. Since no females have been in agriculture until this year, the single facility has never created a problem. Now the four young women are objecting to having to go to another building to use the restroom. You:

Responses:

____A. Tell the students that since their restroom is in the other building, that's the one they'll have to use.

____B. Decide that since the number of students using the restroom is small, you'll have a lock put on the door and allow both sexes to use it.

____C. Instruct the teacher to let the females use the restroom in emergency situations.

RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS: FOR INSTRUCTORS

Worksheet 16

Directions: Listed below are a number of situations which are familiar to vocational education instructors. Under each situation three or four possible responses are provided. Please read each situation and response and determine how each of the responses would be described according to the following categories:

D - Discriminatory behavior - violates Title IX or other Federal nondiscrimination legislation

B - Sex-biased behavior - reflects bias or stereotyping but it is not a violation of Title IX or other Federal nondiscrimination laws

F - Sex-fair behavior - treats both sexes in equal or similar ways

A - Sex-affirmative behavior - attempts to compensate for the effects of past discrimination

Indicate your description of each of the responses and label them by placing the appropriate letters in the blanks.

1. Situation: As an instructor you believe it's important for you to support students as appropriate for their academic achievement, career aspirations, and social behavior. You make the following comments to students:

Responses: ____A. "You finally got your hair cut. Melissa, you certainly look much more attractive."/ "Greg, you did a really great job on putting in the 220 wiring! You'll be ready for an apprenticeship soon."

____B "Kathy and Louie, both of you did an excellent job on planing those doors. That's really good work."

____C "Marguerita, I noticed yesterday that you're handling the power saw much more confidently now than you were two weeks ago. You may end up being the best power tool operator we've got around here."

2. Situation: You observe the following non-verbal behavior patterns of a male welding instructor:

Responses: ____A He visits the work stations of males and females with approximately the same rate of frequency.

____B He uses touch as an indicator of support by gently grasping both females and males on the arm or shoulder, being sensitive to those who may dislike being touched.

____C He maintains direct eye contact with male students while establishing eye contact with female students only when specifically responding to or addressing them.

3. **Situation:** You run a floristry lab which sells students' arrangements at cost to people in the community. Your school has no student dress code other than the requirement that students may not wear anything which would "disrupt the educational process." However, as an instructor you:

Responses:

____A. Require students working behind the counter waiting on customers to wear unisex jackets.

____B. Make a point to encourage young women and young men to wear comfortable clothing which allows them freedom of movement for stooping, lifting, carrying heavy items, and sitting on high stools.

____C. Allow male students to wear T-shirts and tank tops but not females.

4. **Situation:** As a home economics instructor, you encourage your students to be in good physical and mental health by:

Responses:

____A. Maintaining a bulletin board with pictures of males lifting weights, jogging, and playing baseball and handball, while females (in leotards) are pictured doing exercises and riding bikes.

____B. Conducting a unit on "taking care of myself" in which all students formulate objectives for themselves in all of the following areas: nutrition, exercise, rest, preventive medical and dental care, and neat and attractive physical appearance.

____C. Inviting a cosmetics consultant in to demonstrate use of makeup to females in your class; showing males a movie on aerobics.

5. **Situation:** In your marriage and family class students are building a diorama on family roles and responsibilities which will be placed on the school's main display area. It shows:

Responses:

____A. both adult males and females taking care of and playing with children

____B. females caring for children and males playing with children

____C. males doing yard work; females doing laundry and cleaning

____D. females doing yard work; males doing laundry and cleaning; both doing cooking

6. **Situation:** The following are excerpts from career education materials distributed in your school's job placement center.

Responses:

____A. "All girls wear attractive uniforms, have interesting jobs, and are surrounded by men."

____B. "Our supervisory candidates, women and men who are young in years but mature in attitudes, are chosen annually; most will be in responsible positions within five years."

____C. (a pamphlet entitled) "Women in Protective Service: Jobs in Law Enforcement, Fire Fighting, and Security."

7. Situation: You want to offer a semester course which, although it does not exclude females, is specifically designed to attract more males into consumer and homemaking. Such a course would cover nutrition, food preparation, wardrobe planning, clothing care, personal care, consumer education, and apartment living from an individual rather than a family perspective. You decide to call this course:

Responses: ____A. Survival for Singles

____B. Bachelor Living

____C. Living Alone and Liking It

____D. Basic Home Economics for Boys

8. Situation: In making assignments, you:

Responses: ____A. Require males to make a bookcase; females, a cheese board.

____B. Tell students that you need two volunteers: a male to run the film projector and a female to take attendance.

____C. Select males to head student work teams on the assumption that males need to have more responsibility than females.

9. Situation: You undertake extracurricular responsibilities:

____A. As advisor of the newly integrated Future Farmers of America, you give students the option of choosing a blazer or a windbreaker as a club jacket.

____B. As Vocational Industrial Clubs of America (VICA) advisor, you're concerned about student leadership positions being held by males since the group began. You share your concern with students and discuss what possible options are available to increase females' leadership opportunities.

____C. As advisor for the Future Homemakers of America, you allow female students to earn club credits through babysitting for you. That option isn't open to males in the group.

10. Situation: Students in your cosmetology class are boycotting the presence of the first male student by ignoring him, hiding materials and supplies from his station, and slipping nasty notes in his locker. You:

Responses: ____A. Ask the counselor to remove him from your class.

____B. Ignore the students' behavior on the premise that they'll come to accept him in time so there's no point in making an issue of it now.

____C. Establish and enforce strict rules against harassment of any student.

____D. Establish and enforce strict rules against harassment while at the same time helping all students to explore sex stereotyping and its implications for them.

11. Situation: In your coed gourmet cooking class, the females often take responsibility for cleaning up after the males. While they do this, the males sit, finish off the food, chat, or do their homework. You:

Responses: ____A. Ignore this behavior since the females are doing it on their own and the males aren't causing any problems.

____B. Praise the females for being so considerate and helpful.

____C. Clarify responsibilities so that both sexes clean up after they've finished cooking.

12. Situation: You're a home economic instructor introducing a sewing machine to a coed class. One of your concerns is how to present the machine to the young men in the class, most of whom have had no previous experience at all. You:

Responses: ____A. Present the sewing machine as you might introduce any other power tool.

____B. Team males and females in the class so that females can give the males assistance in learning how to use the machine.

____C. Divide the class by sex so that you can spend more time with the males.

RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS: FOR COUNSELORS

Worksheet 17

Directions: Listed below are a number of situations which are familiar to vocational education counselors. Under each situation three or four possible responses are provided. Please read each situation and determine how each of the responses would be described according to the following categories:

D - Discriminatory behavior - violates Title IX or other Federal nondiscrimination law

B - Sex-biased behavior - reflects bias or stereotyping but is not a violation of Title IX or other Federal nondiscrimination laws

F - Sex-fair behavior - treats both sexes in equal or similar ways

A - Sex-affirmative behavior - attempts to compensate for the effects of past discrimination

Indicate your description of each of the responses and label them by placing the appropriate letters in the blanks.

1. Situation: As a counselor you believe that part of your responsibility is to support students for their academic achievement, career aspirations, and social behavior. You make the following comments to female and male students:

Responses: ____A. "Jimmy, that's great that you asked for some information on careers in computer science. There are several brochures on top of my file cabinet. Let me know what you think about all that."/"Melissa, you finally got your hair cut. You look so much more attractive."

____B. "It appears that office education may not really be the best place for you, Marguerita. What about taking the GATB and an interest inventory? Based on that information, we could start looking at some other options for you."

____C. "Andrea and Carl, I understand that the two of you are interested in using the computer terminal to find information on technical schools offering programs in environmental technology. It's great that you found out about the computer program and decided to use it.

2. Situation: You demonstrate the following patterns of non-verbal behavior in your counseling situations:

Responses: ____A. You maintain direct eye contact with same-sex students and indirect eye contact with opposite-sex students.

____B. You stand and sit as close to students of one sex as you do students of the other sex.

____C. You use touch to indicate support, gently grasping the arm or shoulder of both males and females, being sensitive to students who may dislike being touched.

3. Situation: A 16-year old student who is pregnant comes to you for assistance in deciding whether or not she should stay in her pre-vocational program in distributive education. You say:

Responses: ____A. "Trying to go to school and take care of a baby at the same time will be extremely difficult for you."

____B. "You can continue in school. There's no reason for you to leave unless you want to."

____C. "You'll probably find it very embarrassing to stay in school here. There's a special school for girls in your condition. That would be the best place for you. See Mrs. James to sign up for that program."

____D. "There's no reason whatsoever why you can't complete your program in distributive education. Why don't we explore the various options open to you and see what might work out best both before and after the baby is born."

4. Situation: You overhear a colleague making the following comments to students:

Responses: ____A. "It's apparent that you're really angry about being accused of breaking into Dirk's locker. Why don't we talk about that first, William, and then we'll explore possible options for getting the situation settled once and for all."/"Now, Cathy, there's no point in getting angry about the accusation. We all know that you didn't do it. We just have to figure out who did."

____B. "I know that you're very hurt by Angela's giving you your ring back, but there's no point crying about it. It's not the end of the world. Pull yourself together and ask Debbie if she would like to go to this week's game with you."/"It's obvious that you're really hurt by David's asking for his ring back. Why don't you go ahead and cry. Get it all out of your system and then we'll talk about how you can get another boyfriend."

____C. "You appear to be really disturbed about not getting into the program. I didn't know that you were counting on it that much, Pat. Are you angry or hurt and disappointed? Do you know what triggered those feelings? Let's talk about that for a while before we start exploring options."

5. Situation: The following are items on a vocational interest survey:

Responses: ____A. Would you like to build model cars and fix a bike or solve crossword puzzles and learn carpentry?

____B. Would you like to babysit and bake a cake or crochet and watch television?

____C. Would you like to read a novel and play tennis or join a club and take a biology course?

6. Situation: Ellen, a high school senior, needs summer work to help pay tuition to computer technology school in the fall. She comes to you to ask about summer work. You ask what she likes to do, and she replies that she likes to fix things. You suggest that she:

Responses: ____A. Investigate the "openings for girls" listed on the "jobs for summer" board.

____B. Call a temporary agency which has opportunities for light office work (filing, answering the phone) during the summer.

____C. Join a group of students doing minor home repairs and lawn and garden work during the summer.

____D. Investigate a new city-sponsored program attempting to find jobs for young women in nontraditional fields.

7. Situation: The following are excerpts from career education materials distributed from your school's job placement center:

Responses: ____A. "Our supervisory candidates, women and men who are young in years and mature in attitudes, are chosen annually; most will be in responsible positions within five years."

____B. "All the girls wear attractive uniforms, have interesting jobs, and are surrounded by men."

____C. /a pamphlet entitled/ "Women in Protective Service: Jobs in Law Enforcement, Fire Fighting, and Security"

8. Situation: Mike, a high school junior, would like to enroll in the child development class given by the home economics department. He has always enjoyed baby sitting, and last summer he worked as a counselor at a day camp. He thinks he might eventually like to be a preschool or elementary school teacher, but he's afraid he'll be the only boy in the class and that the other students will make fun of him. You say to him:

Responses: ____A. "In this school you have the right to take any class you want."

____B. "Why don't you get some friends to sign up for the class with you? There's safety in numbers, you know. You shouldn't be there alone."

____C. "Well, you're probably right about being the object of a few jokes. Why don't you continue your summer activities, if you're really interested in working with young children? Select some other elective such as business law.

9. Situation: Mary, a high school sophomore, comes into your office to talk about enrolling in auto body shop next fall. She indicates that she is very interested in taking the course but is afraid that she won't be able to participate in work placement activity that accompanies the course because she's heard that cooperating auto shops exclude females. You say to her:

Responses: ___A. "Well, you know there are still many employers who are reluctant to hire females in this kind of a job. Maybe we'd better look at some other vocational program for you."

___B. "You're really interested in this class but are afraid you'll be excluded from the work experience. Under Title IX the school cannot participate in a coop program that won't take female students. If we find that this program is discriminating, the school can't continue to use it."

___C. "Under Title IX students are assured the right to nondiscrimination in all education program. Although some employers are reluctant to accept females in certain job placements, they are required to do so if they are to be involved in school programs. I think you'll find that many attitudes are beginning to change. You may want to talk to Sara Benavidez about her experiences entering the auto body work placement."

10. Situation: The following are excerpts from student scheduling forms which parents must sign:

Responses: ___A. "Dear Mr. and Mrs."

___B. "A student in Stevens High School has many options open to him. He may . . ."

___C. "The family of ______________________________"
(student's name)

HOW TO RECRUIT

Worksheet 18

Directions: The purpose of this activity is to brainstorm as many suggestions as possible as to how you in your role of vocational administrator, instructor, or counselor can recruit and assure the successful completion of students in courses nontraditional to their sex. You'll use many of these ideas later as you develop a specific program to increase the numbers of females or males in certain courses or programs.

First, form role groups of instructors, administrators, or counselors. Next, appoint a recorder who will write on newsprint all the ideas generated by your group. When the facilitator gives the signal, suggest as many ideas as you can on how you could recruit more students into courses nontraditional to their sex and how you can assure their successful completion of such courses/programs.

Before she/he gives the "go" signal, the facilitator will review with you the following basic principles of brainstorming:

- The purpose is to generate as many ideas as possible within a short amount of time.
- There will be no evaluation of ideas. Although an idea may appear to be impractical or unworkable, that idea may stimulate someone else to contribute something which would be highly practical and workable.

You may want to use the rest of this sheet for jotting down some of the ideas which you have or some of those generated by the group which would be particularly relevant to you in your school.

After 10 minutes the workshop facilitator will call time. The recorder for each group should post the group's work where it can easily be seen. Each recorder will then summarize the ideas of the total group.

DEVELOPING A PLAN FOR RECRUITING STUDENTS INTO VOCATIONAL TRAINING PROGRAMS NONTRADITIONAL TO THEIR SEX

Worksheet 19

Directions: In this activity, you'll have the opportunity to develop a specific plan for recruiting students into courses/programs nontraditional to their sex and assuring their successful completion of such programs and courses. In developing this plan you'll be using data generated in the "How to Recruit" activity.

The following steps are involved in completing this activity:

- Form a group of three persons. Where possible, make sure your group includes persons from different professional roles--e.g., an administrator, a counselor, and an instructor.

- Review individually the following sections of this worksheet:

  - Background Information

  - Current Male/Female Enrollments

  - Sample Recruiting Plan

- Decide within your group the area on which your recruiting plan will focus. It may be a course (singles living), a program (carpentry), or an area (health occupations). You may also select two programs (floristry and ornamental horticulture, for example) if a grouping of two or more programs is basic to your recruitment plan. The area(s) you select may be those you are most familiar with, those that show the greatest discrepancies in male and female enrollments, or those chosen on the basis of other criteria that you establish.

- Feel free to make any assumptions about the courses/programs that you believe to be appropriate (e.g., that the curriculum has not been adapted to meet the interests and needs of both sexes).

- Using the attached form, develop a recruiting plan for enrolling and ensuring the successful completion by students of courses nontraditional to their sex. The ultimate goal will be to balance male/female enrollments in vocational education areas, courses, or programs so that students of both sexes are represented in proportion to their representation in the total student body, plus or minus 15 percentage points. As part of the plan, develop specific objectives and a timetable and work activities for achieving those objectives. Use a separate form for each course/program area you select. Do as many as you can in the time allotted.

Background Information

You are on the staff of a two-year vocational high school (Stivers High) which serves a district of 25,000 adjacent to a major metropolitan area. Students come to Stivers for their last two years to school, during which they complete a vocational training program, finish basic academic requirements for graduation, and participate in a work experience program. Before coming to Stivers, some students have completed a pre-vocational program; others have not. Stivers offers a full range of extracurricular activities for students.

The board of education of the district has enacted a policy of nondiscrimination on the basis of sex and compliance with Title IX. It has also disseminated guidelines for implementation of that policy. In accordance with these guidelines, Stivers is developing an affirmative program designed to ensure Title IX compliance and to achieve sex equity in vocational education.

One of the long range goals of this program is to balance the female and male enrollments in vocational education areas, programs, or courses so that students of both sexes are represented in proportion to their representation in the total student body, plus or minus 15 percentage points. This would mean that all course enrollments would be within the 35 percent - 65 percent range of one sex or the other In this activity you will focus on developing a recruiting plan to increase the numbers of students in courses/programs atypical to their sex and ensuring their continuance in these courses/programs as one means of achieving the long range goal.

Current Male/Female Enrollments in Stivers High School Vocational Education Courses

Agriculture	Male	Female
Ornamental Horticulture	75%	25%
Marketing and Distribution		
Distributive Education	52%	48%
Food Merchandising	65%	35%
Fashion Merchandising	34%	66%
Floristry	30%	70%
Consumer and Homemaking		
Home Economics	0%	100%
Family Living	0%	100%
Clothing and Textiles	0%	100%
Food and Nutrition	2%	98%
Home Furnishings and Housing	0%	100%
Marriage and Family	60%	40%
Singles Living	75%	25%

Occupational Home Economics	Male	Female
Care and Guidance of Children	8%	92%
Food Management	25%	75%
Occupational Sewing and Fashion Design	5%	95%
Office		
Business Data Processing	51%	49%
Clerk-Typing	15%	85%
Stenographer, Secretarial	4%	96%
Business Law	75%	25%
Consumer Education	48%	52%
Health		
Health Assistant	0%	100%
Practical Nursing	0%	100%
Trades and Industry		
Heating/Air Conditioning	100%	0%
Auto Mechanics	90%	10%
Auto Body and Fender	90%	10%
Carpentry	100%	0%
Electricity	100%	0%
Graphic Arts	60%	40%
Cosmetology	28%	72%
Photography	60%	40%
Upholstery	100%	0%
Custodial Services	100%	0%

Sample Recruiting Plan

1. Goal: To balance male/female enrollments in vocational education areas, programs, or courses so that students of both sexes are represented in proportion to their representation in the total student body, plus or minus 15 percentage points.

2. Program area(s) covered in this recruiting plan:

Auto mechanics and auto body/fender

3. Why did you select this program area(s)?

So few females enrolled historically; area presents excellent opportunities for women

4. List up to three objectives leading to the achievement of the above goal for the selected program area(s). Indicate a timeline for the completion of each.

Objective #1:

Stivers High School will increase the number of females enrolled in auto mechanics/auto body by 20% within three years

Objective #2: Stivers High School will maintain a successful completion rate of females and males in auto mechanics/auto body of 75% over the next three years

Objective #3:

5. List up to three specific work activities for achieving your objectives. Also, designate the person who has primary responsibility for the implementation of each activity (administrators, counselors, or instructors) and a timeline for completion of the task.

Objective #1

Work activity #1: In conjunction with graphic arts, the automotives department will produce a brochure on opportunities for women in automotives.

Person(s) responsible: Automotives department head; graphic department head

Completed by: November 1977

Work activity #2:

Person(s) responsible:

Completed by:

Work activity #3:

Person(s) responsible:

Completed by:

Objective #2

Work activity #1:

Person(s) responsible:

Completed by:

Work activity #2: Teachers will hold individual conferences with each student once every six weeks to review progress. Conferences will follow a procedure developed jointly by counselors and instructors designed to discover early any potential problems students may be experiencing.

Person(s) responsible: Counseling department head; vocational education programs director

Completed by: September 1978

Work activity #3:

Person(s) responsible:

Completed by:

Objective #3

Work activity #1: ______________________________

____

____

Person(s) responsible: ______________________________

Completed by: ______________________________

Work activity #2: ______________________________

____

____

Person(s) responsible: ______________________________

Completed by: ______________________________

Work activity #3: ______________________________

____

____

Person(s) responsible: ______________________________

Completed by: ______________________________

The Pecruiting Plan:

1. Goal: To balance male/female enrollments in vocational education areas, programs, or courses so that students of both sexes are represented in proportion to their representation in the total student body, plus or minus 15 percentage points.

2. Program area(s) covered in this recruiting plan:

3. Why did you select this program area(s)?

4. List up to three objectives leading to the achievement of the above goal for the selected program area(s). Indicate a timeline for the completion of each.

   Objective #1:

   Objective #2:

   Objective #3:

5. List up to three specific work activities for achieving your objectives. Also, designate the person who has primary responsibility for the implementation of each activity (administrators, counselors, or instructors) and a timeline for completion of the task.

   Objective #1

   Work activity #1:

   Person(s) responsible:

   Completed by:

Work activity #2: ______________________________

____

____

Person(s) responsible: ______________________________

Completed by: ______________________________

Work activity #3: ______________________________

____

____

Person(s) responsible: ______________________________

Completed by: ______________________________

Objective #2

Work activity #1: ______________________________

____

____

Person(s) responsible: ______________________________

Completed by: ______________________________

Work activity #2: ______________________________

____

____

Person(s) responsible: ______________________________

Completed by: ______________________________

Work activity #3: ______________________________

____

____

Person(s) responsible: ______________________________

Completed by: ______________________________

Objective #3

Work activity #1: ______________________________

____

____

Person(s) responsible: ______________________________

Completed by: ______________________________

Work activity #2: ______________________________

____

____

Person(s) responsible: ______________________________

Completed by: ______________________________

Work activity #3: ______________________________

____

____

Person(s) responsible: ______________________________

Completed by: ______________________________

The Recruiting Plan:

1. Goal: To balance male/female enrollments in vocational education areas, programs, or courses so that students of both sexes are represented in proportion to their representation in the total student body, plus or minus 15 percentage points.

2. Program area(s) covered in this recruiting plan:

3. Why did you select this program area(s)?

4. List up to three objectives leading to the achievement of the above goal for the selected program area(s). Indicate a timeline for the completion of each.

   Objective #1:

   Objective #2:

   Objective #3:

5. List up to three specific work activities for achieving your objectives. Also, designate the person who has primary responsibility for the implementation of each activity (administrators, counselors, or instructors) and a timeline for completion of the task.

   Objective #1

   Work activity #1:

   Person(s) responsible:

   Completed by:

Work activity #2:

Person(s) responsible:

Completed by:

Work activity #3:

Person(s) responsible:

Completed by:

Objective #2

Work activity #1:

Person(s) responsible:

Completed by:

Work activity #2:

Person(s) responsible:

Completed by:

Work activity #3:

Person(s) responsible:

Completed by:

Objective #3

Work activity #1: ______________________________

____

____

Person(s) responsible: ______________________________

Completed by: ______________________________

Work activity #2: ______________________________

____

____

Person(s) responsible: ______________________________

Completed by: ______________________________

Work activity #3: ______________________________

____

____

Person(s) responsible: ______________________________

Completed by: ______________________________

PROGRAM PLANNING OUTLINE

Worksheet 20

Seven Step Program Planning Process

Step 1: Setting measurable goals and objectives

Step 2: Planning programs for each goal (programs would include specified objectives, subobjectives, work activities, products, and outcomes)

Step 3: Developing a budget

Step 4: Implementing the program

Step 5: Evaluating the program

Step 6: Updating and adjusting program plans

Step 7: Reporting results of the program

Basic Principles of Effective Program Planning

1. Program planning is an on-going, continuous process. Every program should be in some phase of the program planning process.
2. Program planners should utilize all seven phases of the program planning process.
3. Those who will carry out the program should be included or represented in every phase of the process.
4. Timelines should be carefully delineated, and responsibilities should be clearly assigned.
5. Most plans should include an in-service training component as part of the implementation phase.

MY ACTION PLAN

Worksheet 21

Directions: The information and experiences of this workshop should have given you a wide range of ideas as to how you can assist in complying with Title IX and implementing sex equity in your school. Some of the ideas would be appropriate for you in your situation; others would be inappropriate; some would be workable with modification. Many of the ideas presented you could do entirely on your own; others would require the cooperation and assistance of other vocational education personnel within your school.

As the final activity in this workshop, you have the opportunity to develop your own action plan, one which would be realistic for you to do in your situation and one to which you're willing to commit yourself. Using the following simplified program planning outline, determine specifications for your own action plan.

1. What objective(s) would you set for yourself for achieving sex equity within your school? (include timeline)

Objective 1: ______________________________

____

Objective 2: ______________________________

____

2. What are the appropriate work activities needed to achieve this objective?

Work activity 1: ______________________________

____

Person responsible: ____________________ Completed by: ______

Work activity 2: ______________________________

____

Person responsible: ____________________ Completed by: ______

3. Is there any cost involved in your work activities? If so, what are the cost items and the approximate expense involved?

Items	Cost

4. What are the specific steps you need to take to implement your program? (Put them in chronological order.)

Step 1: ____________________

Step 2: ____________________

Step 3: ____________________

Step 4: ____________________

Step 5: ____________________

5. How can you evaluate your action plan, and at what point will you do so?

____

____

____

6. How will you let others know about your action plan and its outcomes?

____

____

____

WORKSHOP EVALUATION FORM

Worksheet 22

1. At this point, how would you rate your knowledge of:

Title IX	Education Amendments
____thorough understanding	____thorough understanding
____some knowledge	____some knowledge
____little knowledge	____little knowledge
____no knowledge	____no knowledge

2. What concerns or questions about Title IX, the Education Amendments, or sex equity in vocational education have been answered for you today?

3. What concerns or questions about Title IX, the Education Amendments, or sex equity in vocational education still remained unanswered for you?

4. Which of the day's activities were most helpful to you?

5. Which of the day's activities were least helpful to you?

6. What information, experiences, or activities do you need next in order to begin providing sex equity in your area of vocational education responsibility?

APPENDICES - REFERENCE SHEETS

FEMALE AND MALE PARTICIPATION IN THE PAID WORK FORCE AND IN VOCATIONAL EDUCATION PROGRAMS: WHAT ARE THE FACTS?

Worksheet 2A

1. b. 41%

2. c. 57¢

3. c. 54%

4. c. 91%

5. c. 22.9

6. c. 42

7. a. 9

8. b. 47

9. c. less than

10. a. increased

11. b. Black

12. a. four

13. c. as often as

14. b.

white males	$11,633
minority males	8,363
white females	6,544
minority females	5,772

15. d. 35.0

16. c. 70

17. c. 39

18. a. consumer and homemaking programs

19. a. 13

20. b. males are enrolling in traditionally female courses at a faster rate than females are entering traditionally male courses

SEX DISCRIMINATION/SEX EQUITY IN VOCATIONAL EDUCATION: WHAT DOES THE LAW SAY?

Worksheet 6A

1. P Sex differentiation in criteria or procedures related to courses or program admissions is prohibited under Title IX.

2. P Sex segregation in extracurricular activities is prohibited under Title IX.

3. NA Special recruitment efforts are not required under Title IX, but they might be undertaken as a remedial step to correct the effects of past discrimination in course or program admissions. (Under the 1976 Education Amendments, State vocational education agencies may offer incentives to local programs which undertake efforts to recruit students into vocational education programs which are non-traditional for their sex.)

4. NA Title IX makes no requirements for curriculum content. (The 1976 Education Amendments require that Federal funds allocated for consumer and homemaking programs must be used to support the development of home economics curriculum materials related to changing roles of women and men and women's participation in the paid labor force.)

5. P Title IX prohibits making employment or work program assignments to students on the basis of sex; schools may not provide assistance to employers or facilities which so discriminate.

6. P Sex differentiated criteria or procedures related to course or program admission is prohibited under Title IX.

7. NA Title IX makes no requirements for publicizing efforts to eliminate sex discrimination in programs, although publicity programs might be undertaken as a remedial step to correct the effects of past discrimination. (The 1976 Education Amendments require State vocational education agencies to take actions to create awareness of efforts made to reduce sex stereotyping in vocational education; they may also offer incentives to local programs which take such actions.)

8. R Title IX requires all education agencies and institutions to take steps to ensure themselves that disproportionate female/male course enrollments are not the result of sex discrimination in counseling or counseling materials.

9. NA Title IX makes no requirements for curriculum content. (The Education Amendments of 1976 require that States must use Federal funds to provide vocational education programs for persons who have been homemakers but who are seeking employment as a result of separation or divorce.)

10. R Title IX provides that education agencies and institutions may not use recruitment or other materials which imply different treatment of students or employees on the basis of sex.

11. P Refusing employment to a qualified person on the basis of sex, or the predominant sex of the students to be taught, is in violation of Title IX requirements.

12. P Refusing to admit students to a course or program because of lack of available facilities is prohibited under Title IX; schools are required to make some provision for nondiscriminatory use of existing facilities.

THE EDUCATION AMENDMENTS OF 1976: IMPLICATIONS OF THE SEX EQUITY PROVISONS FOR LOCAL VOCATIONAL EDUCATION PROGRAMS

Worksheet 8A

Although the provisions of the Education Amendments of 1976 related to sex equity in vocational education apply directly only to programs at the Federal and State levels (with the one exception),they establish administrative procedures, program mandates, and funding options which are likely to have significant implications for local vocational education programs. Possible implications for local vocational education programs may be identified within each of the three major categories of provisions:

- requirements for the administration of State and local vocational education programs
- provisions governing State use of Federal vocational education funds
- requirements for national vocational education programs

Each of these will be discussed briefly below.

Requirements for Administration of State and Local Vocational Education Programs

The requirements for the overcoming of sex bias in and through administration of vocational education programs have several possible implications for local vocational education programs and personnel.

- Local vocational personnel responsible for establishing and directing the work of the local advisory council should make sure that the council meets the requirements of the regulations by having an appropriate representation of both sexes and racial and ethnic minorities.
- States are required by the Amendments to develop incentives which will encourage local agencies and institutions to:

  - promote enrollment by students in courses and programs
  - develop model programs to reduce sex stereotyping

  Local agencies and institutions are likely to find their programs and funding options influenced by such incentives. Further, the State sex bias coordinators are required by the Amendments to review all vocational education grants made by the State to ensure that the needs of women are addressed. This requirement should be kept in mind by agencies seeking grants.
- State personnel with specific responsibilities relating to overcome sex bias and discrimination in vocational education programs (in many States, these persons are referred to as "sex bias coordinators")

should be able to provide technical assistance services to local vocational education personnel. Technical assistance might be provided in such areas as:

  - data gathering regarding enrollments of females and males
  - resource identification for sex equity programs and efforts
  - development/identification of model programs
  - interpretation of Federal and State nondiscrimination laws relevant to vocational education
  - inservice training related to sex equity in vocational education

- Although the Amendments contain only one provision directly applicable to local education agencies, vocational educators at the local level may want to model their administration of vocational education programs in accordance with sex equity requirements established for States. In addition to complying with the requirement of representation of women and men and minorities on the local advisory council, local agencies and institutions may wish to:
  - establish goals and objectives for overcoming sex bias and discrimination in vocational education policies, programs, and practices
  - assign specific personnel the responsibility for assuring that vocational education programs provide equal opportunities for females and males
  - develop a plan to evaluate vocational education programs for compliance with Federal nondiscrimination legislation and for their provision of sex equity for males and females

Provisions Governing State Use of Vocational Education Funds

The implications of the Amendments for local vocational education personnel may be most direct in those provisions which govern State use of vocational education funds. Decisions made by the States regarding use of Federal funds for vocational education programs (decisions which must be reflected in the States' five-year and annual program plans) will shape funding and program opportunities for local agencies and institutions. Vocational educators should therefore have a knowledge of the following:

- provisions of their States' five-year plan for vocational education, including those related to the overcoming of bias and discrimination
- provisions of the local school district's current plan for vocational education, including those related to overcoming sex bias and discrimination
- the manifestations or sources of sex bias and discrimination in their local vocational program

With this information, local personnel can evaluate district needs and priorities in light of State funding priorities in order to determine next steps for program development related to sex equity and to identify future funding opportunities for such programs.

Requirements for National Vocation Education Programs

Possible local implications of the Amendments' requirements for national vocational education programs include the following:

- Local vocational education personnel will need to review their procedures for collecting data on vocational education students, including data on their race and sex, to ensure that they are consistent with those prescribed by their State in accordance with the national system of data collection.

- The national study on sex bias in vocational education will be forthcoming in October 1978. The Office of Education has also made grants or awarded contracts for development of a variety of materials related to sex bias and discrimination in vocational education. Local personnel should keep informed concerning the availability of these various materials and obtain them for local use.

- Districts can obtain funds for exemplary programs of national significance which focus on eliminating sex bias and discrimination in vocational education directly from the Commissioner of Education. Personnel interested in such programs should review the procedural requirements specified in the regulation to implement the Amendments.

MANIFESTATIONS OF SEX BIAS AND SEX DISCRIMINATION IN VOCATIONAL EDUCATION

Worksheet 14A

W-14A

ADMINISTRATORS

ADMINISTRATIVE POLICIES AND PRACTICES

- excluding males from home economics and females from industrial arts
- scheduling classes in home economics which are made up of all male or all female students
- assigning males to administrative tasks

PRINT AND NONPRINT MATERIALS USED FOR COMMUNICATION WITH COMMUNITY, STAFF, OR STUDENTS

- showing only photographs of instructors in sex-traditional instructional areas in a staff recruiting brochure
- using sexist language such as the generic "man" (as in "chairman" or "shop foreman")

INTERACTION WITH STAFF AND STUDENTS--VERBAL AND NON-VERBAL

- complimenting female staff primarily for their appearance; male staff, for job performance
- using flirting behavior (winking, touching, joking) in an attempt to establish rapport with staff members of the opposite sex

INSTRUCTORS

COUNSELING PROCEDURES AND PRACTICES

- suggesting to males that they enroll in industrial arts; females, in home economics
- channeling students into sex traditional vocational classes/programs on the basis of data from sex biased interest inventories

COUNSELING MATERIALS AND TESTS

- showing photographs of students only in sex-traditional areas in program recruiting brochures
- using sexist language such as the generic "man" in occupational titles such as repairman, fireman, salesman

INTERACTION WITH STUDENTS--VERBAL AND NON-VERBAL

- praising students for sex stereotypic behaviors: males for being "mechanical;" females for being neat
- using flirting behaviors (winking, touching, joking) in an attempt to establish rapport with students of the opposite sex

COUNSELORS

INSTRUCTIONAL PRACTICES

- dividing students into single sex groups for instruction
- giving male and female students different assignments solely on the basis of their sex

TEXTS AND INSTRUCTIONAL MATERIALS

- showing photographs of students only in sex-traditional areas or roles in texts and instructional materials
- sexist language such as the generic "man" as in "student foreman," "service man," "insurance man"

INTERACTION WITH STUDENTS--VERBAL AND NON-VERBAL

- supporting female students primarily for positive social behavior and appearance while supporting males for academic and vocational achievement
- using flirting behaviors (winking, touching, joking) in an attempt to establish rapport with students of the opposite sex

ADMINISTRATORS

BEHAVIORAL EXPECTATIONS SET FOR STAFF AND STUDENTS

- expecting male instructors to be better disciplinarians, therefore assigning only males to monitor situations in which trouble might develop
- expecting female instructors to be emotional under pressure; male instructors, to be stoic

EVALUATION OF STAFF

- evaluating male and female instructors using different criteria (e.g., evaluating males for initiative, females for ability to take directions)
- showing preference for staff of one sex by giving them more positive evaluations (e.g., recommending only males for administrative training)

INSTRUCTORS

BEHAVIOR EXPECTATIONS SET FOR STUDENTS

- expecting males to be more career oriented than females, therefore deemphasizing career decision-making for females
- expecting female students to be emotional under pressure; male students, to be stoic

EVALUATION OF STUDENTS

- drawing different conclusions from identical data for female and male students (females should consider dental hygiene; males, dental lab technician work)
- making different recommendations regarding need for student support services solely on the basis of sex (e.g., recommending only males for cooperative employment programs)

COUNSELORS

BEHAVIORAL EXPECTATIONS SET FOR STUDENTS

- expecting males to be more able than females to handle responsibility therefore assigning more leadership roles to male students
- expecting female students to be emotional under pressure; male students to be stoic

EVALUATION OF STUDENTS

- using different criteria for grading female and male students (e.g., grading males for initiative, females for neatness)
- showing a preference for students of one sex simply by giving them higher grades for comparable performance

RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS: FOR ADMINISTRATORS

Worksheet 15A

1. d A
d B
d C
d D

2. b A
f B
f C

3. d A
f B
a C

4. d A
b B
f C
f D

5. d A
f B
a C

6. f A
d B
f C
d D

7. d A
f B
d C

8. d A
d B
f C

9. b A
b B
b C
b D

10. d A
f B
d C

RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS: FOR INSTRUCTORS

Worksheet 16A

1. b A
f B
a C

2. f A
f B
b C

3. f A
a B
d C

4. b A
f B
d C

5. f A
b B
b C
a D

6. b A
f B
a C

7. f A
d B
f C
d D

8. d A
b B
d C

9. f A
a B
d C

10. d A
d B
f C
a D

11. b A
b B
f C

12. f A
b B
d C

RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS: FOR COUNSELORS

Worksheet 17A

1. b A
a B
f C

2. b A
f B
f C

3. b A
f B
d C
a D

4. b A
b B
f C

5. b A
b B
f C

6. b A
b B
f C
a D

7. f A
b B
a C

8. f A
b B
d C

9. d A
f B
a C

10. b A
b B
f C

★ U. S. GOVERNMENT PRINTING OFFICE : 1978 O - 284-418